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A SECRETARIAL PROGRAM CURRICULUM MONITORING MODEL FOR POST-SECONDARY, NON-UNIVERSITY INSTITUTES IN ALBERTA

by

IRENE JOAN NICOLSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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....
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Date August 25, 1981

A SECRETARIAL PROGRAM CURRICULUM MONITORING MODEL FOR POST-SECONDARY, NON-UNIVERSITY INSTITUTES IN ALBERTA

ABSTRACT

The primary purpose of this study was to design a model which might be used to monitor the effectiveness of the secretarial programs' curricula that are offered at the post-secondary, non-university institutes in the Province of Alberta.

The population of this study consisted of 24 administrators and 65 instructors from the 10 public colleges, the four Alberta Vocational Centres, and the two Institutes of Technology which participated in the study.

A questionnaire was designed to collect data for this study. The questionnaire was divided into three parts: Part A - Respondent's Profile; Part B - Institute and Student Clientele Profiles; and Part C - Program Curriculum. There were 26 questions in all these parts. A pilot study was conducted to determine the face and content validity of the statements used in the questionnaire. The pilot study was completed prior to the main study. The data from 89 of 90 usable questionnaires that were returned were analyzed and placed in tabular form.

From the research data and the review of literature a model was designed that could be used to monitor the curriculum of the on-going secretarial programs in the post-secondary, non-university institutes in the Province of Alberta. The main purpose of the monitoring process is to gather and evaluate data over a period of time to help in the making of educational decisions that might effect change in curricula of a

program. The main components of the model are: the Monitoring Component and four Curriculum Components: Philosophy, Program Objectives, Program Content, and Instructional Methods and Evaluation. Attached to each component are factors which may have a negative or positive effect and which may be taken into account when a monitoring process is undertaken.

Data from the research instrument revealed specific factors that might also be taken into consideration when monitoring a secretarial program curriculum.

Instructors have the primary responsibility for determining program objectives and program content. The majority of instructors teaching in the programs at the time of this study had more than six year teaching experience, and between three to 15 years of office experience. However, the work experience of the instructors is not recent. Only 19.5% of the respondents had worked in an office in the past two years or less. Eighty percent have a baccalaureate degree or higher. There are a variety of entrance requirements into the secretarial programs across the province as well as a variety of program objectives.

The length and organization of the academic year in participating institutes varies considerably.

Eleven courses were identified as being compulsory to the majority of the programs: Typing, First Level; Typing, Second Level; Typing, Third Level; English, Basic; English/Communications; Machines; Business Mathematics; Bookkeeping; Shorthand, Basic/Theory; Office Procedures; and Machine Transcription.

The respondents rated "individual instructor's perceptions" and "materials and knowledge gained by instructors who attend workshops/ conferences" as of very high importance in determining course content in the secretarial programs.

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CHAPTER I

THE PROBLEM

Introduction

Secretarial programs have been in operation in public sponsored, post-secondary, non-university institutions in the Province of Alberta for over a decade. The basic objective of these programs has been to prepare the adult learner with the skills, knowledge, and attitudes necessary to secure employment in the business world.

When these programs were first implemented in these institutions, many of those responsible for teaching or administering these programs came directly from the business world and used their experience from business and training to design curricula that reflected the needs of business of the time. Since then many changes and innovations have taken place in the world of business and these changes are occurring at such an accelerated rate that they have not been reflected in changes in the curricula for secretarial programs when these changes are made. Because of the changes that have taken place in business, as well as the changes that are being predicted to take place, the secretarial program curricula that was designed and put into place in the post-secondary institutes nearly a decade ago may not be as relevant or as effective in meeting today's needs as it could be.

Although the secretarial program curricula may have changed over time, and some of these changes may be considered to represent improvement, other changes that may have been made may be considered as representing regression. Business educators make every attempt to make curriculum change that is relevant, but often these changes are replicated from one institution to another in the province, or they are sometimes copied from institutions in other provinces or from institutions in the United States.

Evaluation of curricula is made by one of two means: either through in-house research which is conducted periodically by Research Divisions; or by staff members of the institutions in the province that offer a secretarial program. The disadvantage of these types of research is that the results of these investigations are not made known to those who are outside the particular institution where the research was completed.

Alberta Advanced Education and Manpower has placed the responsibility for curriculum development on individual institutions in the province. The role that this department has in designing and developing curriculum for the ten public colleges where secretarial programs are taught is minimal. A major question that needs to be asked is: "Are each of these individual institutions able to develop effectively the curricula for secretarial programs"?

Nearly all business and industrial organizations maintain production records of some type to provide feedback on how well the personnel of the organization are meeting the established objectives, but post-secondary, non-university institutions in the province have been slow to follow the example set by business or industry to continuously monitor their curricula for their secretarial programs. Program monitoring is essential and is a continuous process rather than a discrete point-in-time event

(New Directions, 1978, 1, vii). The purpose of monitoring a program is to assess the effectiveness of the curriculum in its impact upon each individual learner.

Although the complexities of monitoring programs in higher education must be recognized, for example, measurement problems, cost/benefit analysis, projecting future trends, standardization, it is nevertheless an essential part of educational accountability. "Monitoring programs provides a continous means of evaluating the effectiveness of programs and provides the bases for improving them" (New Directions, 1978, 7, ix).

A review was made of the card catalgues of the libraries of the University of Alberta as well as the library of Alberta Advanced Education and Manpower to determine if a model had been designed that could be used to monitor the effectiveness of secretarial program curricula that are offered in the institutes of the province. This review revealed that such a model did not exist.

Problem

The major problem of this study was to design a model which might be used to monitor the effectiveness of the secretarial programs curricula that are offered at the post-secondary, non-university institutions in the Province of Alberta that deliver this kind of instruction to the adult learner.

Objectives of the Study

In addition to the major purpose of the study, it had the following supporting objectives:

1. To identify what curricula were available in the one-year secretarial programs in the post-secondary, non-university institutions in the Province of Alberta.

2. To determine what curricula changes in the secretarial programs have taken place over the last ten years and how these changes were initiated.

3. To determine the opinions of the academic instructional staff who were responsible for teaching courses in secretarial programs on how curriculum changes should evolve in order to update or upgrade a particular program.

4. To determine the opinions of administrative staff of secretarial programs on the methods that were used to determine the effectiveness of the secretarial programs in participating institutes.

Significance of the Study

This study is significant because from an analysis of the data collected it may be possible to determine the major components of the curricula of the one-year secretarial programs that are offered in the post-secondary, non-university institutions in the Province of Alberta. A related significance is that this study may also show the degree to which curricula for the secretarial programs varies from one institution to another in the province and the possible need for some attempt to standardize curriculum, if in fact, standardization is seen as desirable by the instruction and administrative staff of those institutions where this program is offered.

Because of institutional autonomy that exists in the post-secondary, non-university, institutions that are a part of the instructional delivery system of Alberta Advanced Education and Manpower, the inter-institutional lines of communication for those offering secretarial programs have been less than effective. These institutions by participating in this research may establish lines of communication that are an improvement over what previously existed. This should add to the significance of this study.

Another significance of the study is the need for a model that can be used to monitor the effectiveness of secretarial programs that are directed to adult learners enrolled in post-secondary, non-university intitutions. The model that is designed as a result of this study may have implications for curriculum planners as they attempt to upgrade and update curricula for secretarial programs.

Limitations of the Study

A study of this nature because of the research design imposes limitations on the study. This research had the following limitations.

The study was limited to academic instructional and adminstrative personnel who were employed in the post-secondary, non-university, institutions in the province where secretarial programs were taught at the time of the study.

The study was limited to the programs of study for secretarial programs that were listed in the calendars for 1979/80, 1980/81 for colleges, and 1979-81 for institutes of technology. The Alberta Vocational Training Centers do not have any formal calendars.

Another limitation of this research was that it involved only programs of study that made-up the "curriculum" for the one-year certificate program for the secretarial programs of participating institutions.

Because of the involvement of academic instructional personnel with a wide variety of business and university education and experience, the study was limited to the accuracy of responses that were made by participants to items on the research instrument.

Research Assumptions

The following research assumptions were directed at and applied to this investigation:

It was assumed that both the administrative and instructional academic personnel where secretarial programs of study were part of the curriculum offered were aware of, or had been involved in procedures used to develop or design curriculum.

Although curriculum models have been designed to monitor other curricula, a model that can be used to monitor a special curriculum like a secretarial program did not exist.

Another assumption that was made was that all those selected to be involved in the research would provide the researcher with responses that were true and accurate when responding to items on the research questionnaire.

Operational Definitions

The following operational definitions were selected for this particular study and will apply to this study only:

Secretary

There are as many definitions given for the term "secretary" as there are writers of business education textbooks. An analysis of these definitions show that what is presented are actually the responsibilities or duties that a secretary performs. To identify the responsibilities that a secretary performs, a review was made of the Canadian Classification and Dictionary of Occupations. This reference is normally used by Canada Manpower personnel to help them identify and codify work that is ordinarily performed by individuals in a particular job. Volume One of the Canadian Classification and Dictionary of Occupations gives the duties and responsibilities of a secretary as follows:

> Schedules appointments, gives information to callers, takes dictation and relieves employers of clerical work and minor administrative and business details, performing any of the following duties: Reads and routes incoming mail, Locates and attaches appropriate file to correspondence to be answered by employer. Takes dictation in shorthand or on stenotype machine, and transcribes on typewriter from notes or voice recordings. Composes and types correspondence. Files correspondence and other records. Answers telephone and gives information to caller, or routes call to

> appropriate official, and places outgoing calls. Schedules appointments for employer and reminds him when they are due. Greets visitors, ascertains nature of business and conducts vistors to employer or to appropriate person. Compiles and types statistical reports. Records minutes of meetings. May keep confidential personnel records. May arrange travel schedules and reservations. May be designated according to type of work performed; for example, Appointments Secretary, Legal Secretary, Medical Secretary, Social Secretary (Vol. 1, 1971, p. 172).

Post-secondary, non-university Institutions

Alberta's post-secondary educational system is comprised of four distinct institutional sectors namely, provincially administerd institutions, public colleges, private colleges, and universities. Each is designed to meet the diverse educational needs of adult learners in the province (Department of Advanced Education and Manpower, Annual Report, 1978-79, p. 39).

For the purposes of this study, post-secondary, non-university institutions, will refer to two of these four sectors; namely, the provincially administered institutions and the public colleges.

Public Colleges

Alberta's ten public colleges place "considerable emphasis on responding to the changing needs of Albertans in the communities and regions they serve. To provide this service the colleges' programs ranged from academic upgrading to university transfer, while including various career, vocational and community service programs" (Department of Advanced Education and Manpower, Annual Report, 1978-79, p. 39).

Each college declared to come under the Colleges Act is a separate legal entities and are governed by a Board of Governors appointed by the Department of Advanced Education and Manpower.

The ten public colleges in the province are:

Fairview College
Grande Prairie Regional College
Grant MacEwan Community College
Keyano College
Lakeland College
Lethbridge Community College
Medicine Hat College
Mount Royal College
Olds College
Red Deer College

Provincially Administered Institutions

"Alberta's provincially administered institutions included four vocational centres, located at Edmonton, Calgary, Grouard and Lac La Biche; two technical institutions located at Calgary and Edmonton; a number of community vocational centres in northern Alberta; and the Alberta Petroleum Industry Training Centre in Edmonton" (Department of Advanced Education and Manpower, Annual Report, 1978-79, p. 39). For purposes of this study, the four Alberta Vocational Training Centres, located at Calgary, Edmonton, Grouard and Lac La Biche will be referred to as post-secondary, non-university institutions and will be included in this study.

The Alberta Vocational Training Centres provide training in academic upgrading, pre-employment training, para-professional training, and vocational retraining services to the under- and unemployed and socially, economically, physically, or geographically disadvantaged (Department of Advanced Education and Manpower, Annual Report, 1978-79, p. 39) For the purposes of this study, the two technical institutions; namely, the Northern Alberta Institute of Technology, in Edmonton, and the Southern Alberta Institute of Technology, in Calgary will be referred to as post-secondary, non-university institutions.

"The two technical institutes provide training that leads to immediate, gainful, and continuous employment in business, industry, governmental service or educational institutions" (Department of Advanced Education and Manpower, Annual Report, 1978-79, p. 39).

Institutes

For the purposes of this study, the term institutes will be a generic term and will include the public colleges, the Alberta Vocational Training Centres, and the institutes of technology all who are part of the post-secondary, non-university instructional delivery system of Alberta Advanced Education and Manpower, and who receive operating and capital funds from that department.

Monitor

Fincher in his article "Program monitoring in higher education" emphasizes the need for an evaluation process in higher education to determine program effectiveness (New Directions for Program Evaluation, No. 3, 1978, p. 65). He explains that monitoring is a mechanism for continuing evaluation of a program. Monitoring adds a time dimension to the process of evaluating outcomes. Austin in his article "Measuring the outcomes of higher education" recommends that "what is needed is longitudinal data--repeated measures over time that will permit an institution to assess comparative change in each outcome measured" (New Direction for Institutional Research, No. 1, 1974, p. 46).

Monitoring is the means for continuous updating and upgrading of a program of studies.

Curriculum

There are a number of definitions for the term curriculum that appear in the professional literature that was written by authors who are recognized as curriculum theorists. The definition given by Taba in her book, Curriculum Development, Theory and Practice was found acceptable for this study. Taba defines curriculum in this manner:

> curricula are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it implies or manifests certain patterms of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes (Taba, 1962, p. 10).

There are two forms of the plural of the term curriculum. These are curricula or curriculums. Curricula was the plural form selected for this research.

Program of Studies

According to Giachino and Gallington (1977) in their book, Course Construction in Industrial Arts, Vocational and Technical Education, a program of studies represents the total offering of a school system (p. 13). To clarify this definition these authors expand upon it by saying:

> it includes not only the school subjects, but all the extracurricular activities in which pupils may participate, thus, the program of studies may comprise several curriculums such as college preparatory, general, commercial, industrial, agricultural, and homemaking. (p. 13)

Saylor (1966) supports that position given by Giachino and Gallington when he explains that curriculum and the program of studies of a school are synonymous (p. 5).

For the purpose of this study, the terms curricula and program of studies will be used synonymously.

Course of Studies

Neagley in his book, Handbook for Effective Curriculum Development, (1967) explains that a course of studies is "a formal outline of the prescribed content to be covered in a particular subject, group of subjects, or area of study" (p. 5).

Model

Saylor (1966) explains that a model is a plan, usually in chart form, outlining a logical series of steps used in the process of achieving a goal or objective (p. 6).

For the purpose of this study the model that is developed will give in chart form for the theory of the process of curriculum planning, evaluating, and updating a secretarial program--the theory of monitoring a secretarial program.

Educational Objectives

Educational objectives are statements of the purposes or goals of an educational institution or an educational program. Nanassy (1977) explains that "goals should be stated in behavioral terms--that is, what students should be able to do and how they should act at the completion of a given lesson or unit" (p. 465).

Educational objectives state how the behavior of students should be changed to achieve specific objectives of education.

The Population

The population for this study included all those administrators (24) and instructional staff (65) who had responsibility for either administering or teaching secretarial programs in the institutes identified as post-secondary, non-university, institutes for this study and where the secretarial program was offered.

This population was not stratified because of its small size which was an "academic staff" of approximately 110 in the 16 institutes included in this study.

Instrumentation

To assist the reseacher in selecting the correct instrument to use and the procedures to be followed in designing that instrument, a review of the literature on instrumentation was made. In addition to these two major purposes for conducting this literature review, this review had the following additional purposes for the researcher: to learn how to organize research instrument into categories, to learn how to sequence questions in the categories that were selected, to learn how to phrase statements that would appear on the instrument; and to learn how to prepare a statement so that its ambiguity was minimized.

From the review of the literature on research techniques and on instrument design, the researcher made the decision that a questionnaire would be the most suitable instrument to collect data for this research. In selecting the questionnaire as a data collecting instrument, it was realized that this method of collecting data has a number of major advantages and a number of major disadvantages.

The major advantages are: A questionnaire can be readily reproduced; it can be easily mailed to members of the research population; the data that is collected with this instrument is considered to be objective; data from items are relatively easy to tabulate; especially if there are check-off responses, and respondents can remain anonymous.

The major disadvantages are: A possible low rate of return; items on the questionnaire can be subject to misinterpretation by the respondents; the respondents may omit or disregard any item they choose without giving an explanation; some items may force the subject to select responses that are not an actual choice; the amount of information that can be gathered is limited by the respondent's available time and interest span and subjects who do return their questionnaires may not provide a respresentative sample of the total population.

The researcher worked in close cooperation with the major advisor for the study in all phases of designing the research questionnaire. The purpose of this cooperation was to provide the researcher with guidance and direction in the processes that are used to prepare a research instrument that is objective and free from researcher bias.

After the instrument was approved by the major advisor, it was reviewed by a specialist in instrument design from the Department of Educational Psychology, Faculty of Education, The University of Alberta. This review was made: to determine if items on the questionnaire were properly prepared; to determine if the format of the instrument was correct; to determine if additional items were needed; and to determine if the instrument had both content and face validity.

The specialist pointed out to the researcher where difficulties might be encountered in analyzing the data that would be collected on the instrument and recommended changes to the Likert scales that were being used with the different questions. Statements that might be ambiguous to the respondents were discussed and revised to provide greater clarity of meaning. The specialist further recommend that there was no need to number the questionnaires for follow-up procedures and that questionnaires should only be identifiable by institute and not by individual repondents within each institute.

The researcher found this review to be most helpful and revised the research instrument before it was used in the pilot study.

Prior to being used in the major phase of the study, the questionnaire was pre-tested in a pilot study. The pilot study and its purpose are described in the following section of this chapter.

Pilot Study

A pilot study was conducted and the pilot study population included selected individuals who were involved in teaching and/or administrating secretarial programs at the institutes. The individuals who were involved in the pilot study were also included as members of the population of the research. These individuals were selected to become involved in this phase of the study because they were readily available to the researcher and because they were knowledgeable about the secretarial programs.

The reasons for conducting the pilot study were: to determine if the items on the questionnaire were free of ambiguity; to determine if the proper sequence of questions was used; to determine the average amount of time it took pilot study participants to complete the instrument; and to determine the face validity and content validity of the statements that appeared on the questionnaire.

The suggestions and recommendations made by the pilot study participants to the questionnaire were analyzed and those that were considered meaningful were incorporated into the final draft of the research instrument before it was used in the major segment of the study.

Methodology

The following methodology was used to collect data for the study and to bring the study to its conclusion.

Selection of the Problem

The researcher selected this particular problem for the research because of an interest in curriculum development as well as involvement in a research project for the Alberta Business Educators' Association. This project for the Association was established to try to find out what standards were being used in post-secondary institutes in the subject areas of shorthand and typewriting. The researcher became aware of the diversified objectives, measurement criteria, and textbooks being used among the post-secondary, non-university institutes in the province for their secretarial programs

As a teacher of secretarial programs and having being employed by four different post-secondary institutes in the province over the past fifteen years, the researcher became aware of the difficulties being experienced by educators in trying to update secretarial curricula to meet the needs of business with the constant changes taking place in the office.

The researcher's involvement with Alberta Business Education Association, the Canadian Association of Business Education Teachers, and the Alberta Business Education Council has also created an awareness of the educational potential among the instructors working in the province.

A review of the research and related literature about curriculum development in the secretarial field revealed little research has been conducted at the post-secondary level.

A computer search was made of the data base of the Education Resource Information Center (ERIC) using the 1978 edition of the *Thesaurus of ERIC Descriptors*. The ten descriptors used in the search were: Community Colleges, Curriculum Development, Business Education, College Curriculum, Curriculum Planning, Curriculum Research, Teacher Education Curriculum, Busines Subjects, Business Skills, and Curriculum Centre Studies. The three data bases used for the search were: *Research In Education*, *Current Index of Journals in Education*, and *Canadian Vocational and Technical Education*. The computer search showed no studies completed on post-secondary secretarial curriculum development.

The researcher further had a personal interview with a member of the staff of the Department of Advanced Education and Manpower to determine what role the department played in curriculum development and evaluation. The researcher was told that because each institution was autonomous, the department generally left curriculum development up to each individual institution. The researcher was given reports on the nursing program to review which might be possible to use as a model for the current study.

A manual review of current periodicals, on business education and office management and administration, produced several articles that dealt with the need and problems of evaluation of programs and curriculum as well as the changing role of business and business and secretarial education, and the development of the office of the future.

Through discussion with the thesis supervisor, the researcher was able to select and determine the feasibility of the research topic and prepare a thesis proposal that would serve as a guide for the study.

Selection of Respondents

The researcher obtained a list of members from the Alberta Business Education Association and from this list identified one member, from each institute included in the study, who would serve as the initial contact person at the participating institute. These contact persons were selected because of their interest in curriculum development and because they were known to the researcher.

A letter (Appendix A) and personnel form (Appendix A) were prepared and was sent to each contact person in each of the 16 institutes. The letter explained the purpose of the study and requested the following information: permission to include their institute in the study; a complete list of all personnel who either teach or administer the secretarial programs in their institute; and a current institute calendar and/or course outlines for the secretarial programs that were offered.

Out of the 16 institutes contacted, 14 institutes provided ten institute calendars and eight course outline booklets. The contact persons at the two institutes that did not respond were contacted by telephone. From the telephone communication alternate contact persons were identified in these two institutes and the information that was required was secured.

The decision was made at the beginning of the study that all members of the teaching and administering faculty in the secretarial programs would be included in the population of this study.

Development of an Instrument

As discussed early in this chapter a questionnaire was selected as the method to be used to collect data for this study.

The researcher reviewed several questionnaires and decided that the questionnaire would be divided into three main sections: Part A - Respondent's Profile, Part B - Institutes and Student Clientele Profiles, and Part C - Program Curriculum.

From a review of the 1979/80 or 1980/81 calendars and the course outlines that were received, the questions for each section of the questionnaire were developed. Additional questions were developed from the literature review. The questionnaire for this study is included in Appendix B.

Collecting and Processing Data

To collect data for this study a covering letter that would be part of the package mailed to each participant was prepared. The letter (Appendix A) explained the purpose of the study, the role of the participant in the study, and established a deadline date for the return of the completed instrument. Other components of the research package included a copy of the research questionnnaire for each participant and a self-addressed, stamped envelope for each respondent to individually return the questionnaire to the researcher. Part of this package included a special letter (Appendix A) to the contact person asking that that person distribute the covering letter addressed to each individual instructor or administrator of secretarial programs within that institute together with the questionnaire and self-addressed, stamped envelope.

One hundred and thirteen questionnaires were mailed out in the 16 packages. One week after the dealine date that was established on the covering letter, telephone contact was made with delinquent institutes and a two-week extension to the original deadline was made. A total of 75 or 66.4% of the questionnaires were returned by the deadline date. The telephone calls yielded an additional 15 questionnaires for a total return of 90/113 or a 79.6% rate of return. Of the 90 instruments that were received from respondents, one had to be eliminated from the research because a note that was penciled at the top of the returned questionnaire indicated that the respondent was from a school of commerce in the private sector and not the public sector. Consequently it was eliminated from the study.

The data on the questionnaires were keypunched onto 80 column cards by the researcher. To analyze the collected data, a program from the Statistical Package for the Social Sciences (SPSS) package was selected to yield frequencies and percentages and in some case cross-tabulations. These frequencies and percentages were placed in tabular form for ease of analysis, interpretation and presentation.

From these data, the research findings were drawn and conclusions, observations, and recommendations were made.

Organization of the Thesis

To report this research study, the thesis is organized in the following sequence:

Chapter I included an introduction, the problem statement, objectives of the study, significance of the study, limitations of the study, research assumptions, operational definitions, the population, instrumentation, pilot study, and methodology.

The second chapter presents a review of literature which included a review of the history of business education and secretarial education in the Province of Alberta, a review of curriculum theory, and a review of current literature on curriculum development and the office of the future.

The third chapter presents a review of literature on program and curriculum evaluation, program monitoring, and educational accountability.

The fourth chapter presents the findings of the research instrument.

The fifth chapter presents the development of the curriculum monitoring model and the Secretarial Program Curriculum Monitoring Model.

The sixth chapter presents a summary of the report, major findings, and the recommendations of this study.

CHAPTER II

SURVEY OF RELATED LITERATURE

Introduction

In the previous chapter of this report, all the phases of the research design that were used in conducting the research were included.

This chapter presents the review of related literature in three sections. The first section is an historical review of the development of secretarial and business education in the secondary schools and the post-secondary educational institutes in the Province of Alberta from the early nineteen hundreds to the present time (1981). The second section reviews the publications that were written by curriculum specialists to identify contemporary curriculum model builders as well as to identify the basic components of a curriculum model. The third section presents a review of the current periodicals and a scenario of the present and possible future changes in the office and the implications that these changes will have on curriculum development.

Historical Review

Today's business education programs in the secondary school and in the post-secondary institutes of the Province evolved from the business education courses and programs that were offered in public secondary schools and private or church sponsored colleges that were established during the early nineteen hundreds.

Private Colleges

Chalmers (1967) reported that private church sponsored colleges were first established primarily to provide high school training which was not available in the rural communities and to administer matriculation exams for university entrance requirements. By 1914, four colleges in Calgary, four in Edmonton, and one each in Raymond, Red Deer, Lacombe and Camrose had been established with affiliations with the University of Alberta (p. 189).

The Advanced Education and Manpower brochure entitled "It's about time . . . to start thinking about your future" states that Alberta College in Edmonton, a church sponsored college, was founded in 1903 as a business school. Today this college continues to operate as an independent college and has expanded program and course offerings over the years to meet both business and academic training needs (p. 17). This private college receives operating grants from the province under the provision of the Colleges Act (Preitz, 1979, p. 10). Mount Royal College established in Calgary in 1911, was also a private church sponsored college and today is one of the largest public colleges in the province (Advanced Education & Manpower Brouchure, 1980,p. 16).

The private colleges were the first schools devoted exclusively to teaching business courses and meeting the training needs of the business community of the time.

Secondary Business Education

Dayman (1979) states in his report, "History of the Business Education Program", that bookkeeping was being taught in the public education systems since the Province was founded in 1905 (p.1). "A modified commercial program (not a subject) was first offered by a public institution in Calgary in 1907 and in Edmonton in 1911" (p. 1).

According to Moreland (1977) commercial education--later known as business and secretarial education--was first introduced at the high school level in 1908 in Calgary and in 1912 in Edmonton (p. 191). Other centers such as Lethbridge and Medicine Hat began to offer "commercial courses" in 1915. In identifying the courses that were taught in these centres Moreland wrote:

> By 1915 a two-year commercial course was fairly well established. The courses offered in the first year were bookkeeping and business forms, rapid calculation, shorthand theory, and typewriting. Those offered in second year were arithmetic, bookkeeping, commercial law, geography, penmanship, rapid calculation, stenography practice, and spelling. Lethbridge, Medicine Hat, Calgary, and Edmonton were the the first urban centres to offer the full two-year programme in their commercial high schools (pp. 191-2).

Chalmers (1967) wrote that in 1910 a high school curriculum committee for business eduation was formed (p. 191). The next ten years saw more revisions in this curriculum as the curriculum committees were expanded to include more groups and organizations that were represented on the committees (p. 192). "The actual working subcommittees, however, consisted wholly of professionals" (p.193). In 1912 high school programs included six courses one of which was commercial; however, the courses existed on paper but not in the schools and there was a large proportion of failures (p. 193).

> In 1929, the Alberta legislative unanimously resolved that the high school programme be referred to a curriculum committee to consider the advisability of lightening the course content and making the requirements for normal school and for university matriculation uniform (p. 194).

Chalmers (1967) in his book, Schools of the Foothills Province, listed the objectives for Alberta High Schools in the 1920's as:

> 1. To prepare the individual for efficient participation in the duties of social, political, and family life.
> 2. To prepare the student to become an efficient economic or producing unit in society.
> 3. To further his personal development and personal happiness. (p. 194)

The revisions to the high school curriculum of the late 1930's included a "credit" program requiring core subjects amounting to one-third of the total and electives amounting to two-thirds made up the high school diploma. The new options included typewriting, which, while not new up to that time, was now available to matriculation students (p. 196).

Commercial education continued to expand until 1930 when the depression brought about an economic slump in all areas of Alberta including education (Bujea, 1973, p. 105). The high cost of equipment and facilities for business education made it impossible to maintain or expand this program (Chalmers, 1967, pp. 194-5).

Chalmers stated that the curriculum committees failed because they did not include local school levels in curriculum planning which eventually led to the role of curriculum committees of 1955 as one of leadership (p. 202). The General Curriculum Committee with professional and non-professional membership was purely advisory to the Department of Education (pp. 200-201).

"By 1950 the bookkeeping, shorthand, typewriting, and office practice courses formed a three-year sequence in the high schools" (Bujeau, 1973, p. 106).

The Alberta Provincial Government in December, 1957 under an Order-in-Council established a Royal Commission on Education. In November, 1959, this Royal Commission under the chairmanship of Donald Cameron submitted the complete report entitled, Report of the Royal Commission on Education. This commission was given the mandate of "assessing the present system of education as it has evolved and is being carried out in the Province of Alberta, and in endeavoring to formulate recommendations for the future which, in the view of the Commission, will improve the quality of education and make it more effective in meeting modern needs" (p. xi). This report became known as the "Cameron Report". One of the recommendations of this report was, "That business education be maintained and further developed in the public school curriculum" (p. 140).

Business education courses and programs continued to expand in the secondary high schools and the post-secondary institutes within the province as the needs of business and industry expanded. However, McKinnon (1967) in his report to the Legislative Assembly emphasized that the greatest expansion took place during the time of the Canadian Technical and Vocational Training Agreement (CTVTA) that was signed between the Federal and Provincial Governments. This agreement began April 1, 1961, and was terminated March 31, 1967. This agreement provided for a cost sharing progam for the expansion of vocational and technical educational facilities at the post-secondary and secondary levels. (p. 1).

Alberta's experience and concern with vocational education enabled this province to take immediate advantage of this new source of funds. There was a large increase in vocational facilities in secondary schools with federal funds of approximately eighty million dollars committed to cover 75% of the capital expenditure and provincial funds of approximately forty-seven and half million dollars representing 25% for capital expenditures and 75% for equipment and other expenditures.

Approximately 65% of the total expenditures went for the construction of high schools and 36% for the expansion or construction of post-secondary technical institutes, colleges or adult education facilities.

This led to the expansion of the composite high schools concept in the province and also led to a similar expansion of post-secondary educational facilites which gave the business education programs a chance to acquire better facilities and equipment as well as to expand their curriculum. Curriculum development was a major concern of this period and curriculum committees were established to develop vocational and technical programs (p. 5).

The curriculum of business programs was expanded to include business machines, data processing and other training to meet the demands of business and industry (McKinnon, 1967, p. 5).

To overcome the shortage of specialized teachers in business and other technical and vocational specialized areas, recruitment campaigns were directed at people working in business and industry who wanted to change their careers and become teachers. The Federal Government provided funds under the CTVTA Program by establishing bursaries to help experienced people obtain university teacher training. The establishment of the Division of Industrial and Vocational Education, later granted departmental status, within the Faculty of Education at the University of Alberta, provided the leadership for the teacher training program (p. 8).

Post-Secondary Colleges and Institutes

Today's, 1981, ten self-governing public colleges and the two institutes of technology, as well as the four Alberta Vocational Training Centers (AVC's), included in this study, evolved from the established private church affiliated colleges, from the agricultural colleges, or from economic needs within the province to provide more technical or business training to meet the demands of business and industry for more highly trained personnel. The programs of these colleges, institutes, and AVC's are coordinated under the policies administered by the Minister of Advanced Education and Manpower. The map at the end of this section shows the location of the institutions included in this study.

Colleges Comission

"The Alberta Colleges Comission was created in 1969 to coordinate the post-secondary system as a whole and to provide central control and coordination of the public colleges in particular" (Small, 1972, p. 40). It was officially disbanded in 1973 and the Department of Advanced Education assumed its responsibilities.

Department of Advanced Education and Manpower

The Department of Advanced Education was formally established on June 2, 1972 as one of the two provincial departments of education when The Advanced Education Act (Bill 33) was proclaimed.

According to Preitz (1979):

> This Act officially established the Department of Advanced Education for the expressed purpose of administering and coordinating those post secondary non-university institutions previously controlled by the Department of Education and the Department of Agriculture. These institutions included four vocational centres; eight public colleges; three regional colleges and two technical institutes (p. 3).

Three years later in 1975, The Manpower Act, 1975, was legislated and transferred manpower responsibilities from the Department of Manpower and Labour to the renamed Department of Advanced Education and Manpower.

Institutes of Technology

Chalmers (1967) reports that the first post-secondary college established in Calgary in 1912 which included training in accounting, business methods, and commercial subjects in its curriculum became in 1916 the Alberta Provincial Institute of Technology and Art. The role of this college changed during the first and second world wars as the demands to train or rehabilitate soldiers were met. In 1950 considerable expansion began to be completed in 1958 (pp. 206-8). This institute was renamed the Southern Alberta Institute of Technology in 1961 (Campbell, 1971, pp. 100-1). In 1961, educational planners from the Department of Education began to plan for a second institute of technology that would be located in Edmonton. The position of these planners was that a second institute was needed in the province to meet the demands of business and industry in the northern half of the province. Because these plans were fully developed at the time when the two governments signed the CTVTA in 1961, Alberta was able to use the funds under this Act to the fullest advantage of the province. The institute in Edmonton was established in 1961 and given the name The Northern Alberta Institute of Technology.

The more popular names for the two institutes of technology are "SAIT" and "NAIT" respectively.

Public Colleges

The Public Junior College Act was passed in 1958. Lethbridge was the first college to be established and by 1966 three other colleges had been added: Red Deer in 1964, Medicine Hat in 1965, and Grande Prairie in 1966 (Mooreland, 1977, p. 194).

Mount Royal College was established in 1911 under the sponsorship of the Board of Colleges of the Methodist Church and in 1925 under the sponsorship of the Board of Colleges and Secondary Schools United Church of Canada. The original college had academic, commercial and conservatory departments. This college became a Junior College in 1966 and the Colleges Act passed in 1969 gave the college the present name of Mount Royal College (Campbell, 1971, p.92).

Olds College was established in 1913 as an agricultural college under the name of Olds Agricultural and Vocational College. The name was changed to Olds School of Agriculture and Home Economics in 1963 (p. 97). In 1978 Olds College became a publicly administered college under the purview of the Department of Advanced Education and Manpower (Department of Advanced Education and Manpower Annual Report 1978-79, p. 51).

Lakeland College was first established in 1913 as the Vermilion School of Agriculture and one year later changed its name to Vermilion School of Agriculture and Home Economics. In 1963 the college was named the Vermilion Agricultural and Vocational College (Campbell, 1971, p. 103). In 1978 this college became known as Lakeland College and became a publicly administered college with campuses in Vermilion, Lloydminister, Wainwright and St. Paul (Department of Advanced Education and Manpower Annual Report 1978-79, p. 51).

Fairview College was first established in 1951 as a provincially adminstered school of agriculure and became a college in 1963 (Campbell, 1971, p 84). In 1978 Fairview College became a publicly administered college as one of the colleges of the instructional delivery system of the Department of Advanced Education and Manpower (Department of Advanced Education and Manpower Annual Report 1978-79, p. 51).

Keyano College, in Fort McMurray, was originally an Alberta Vocational Centre established in 1965 ("Its about time ... to start thinking about your future", 1980, p. 15). The college became a publicly administered college in 1978 (Department of Advanced Education and Manpower Annual Report 1978-79, p. 51).

The public colleges "offer a wide variety of one-and two-year career-oriented programs and in some instances the first and second years of several university transfer programs" (Preitz, 1979, p. 6).

The ten public colleges that are supported by the province through operating and capital grants offer programs of study that include:

- Adult Upgrading
- High School Equivalent
- Technical
- Vocational
- Agriculture
- Trade
- Academic
- Pre-employment
- Diploma
- Certificate
- University Transfer
- Short Courses

Alberta Vocational Centres

The four Alberta Vocational Centres located at Grouard, Edmonton, Calgary, and Lac La Biche "provide short, flexible programs of academic upgrading and para-professional and vocational training to adults wishing to improve their employment opportunities ("It's about time ... to start thinking about your future", 1980, p. 22). These centers, whose main objective is to provide educational opportunities to adult learners, are administered directly by the Department of Advanced Education and Manpower.

The secondary schools are under the jurisdiction of the Department of Education. Curriculum development in secondary business education as stated in the Business Education Newsletter takes place as follows:

> The Curriculum Policies Board is responsible for formulating and recommending proposals from grades 1-12 curriculum to the Minister of Education for consideration in Alberta schools. The board also recommends which process should be used for developing curriculum. The Program Approvals Committee was established to streamline the program approvals procedure of

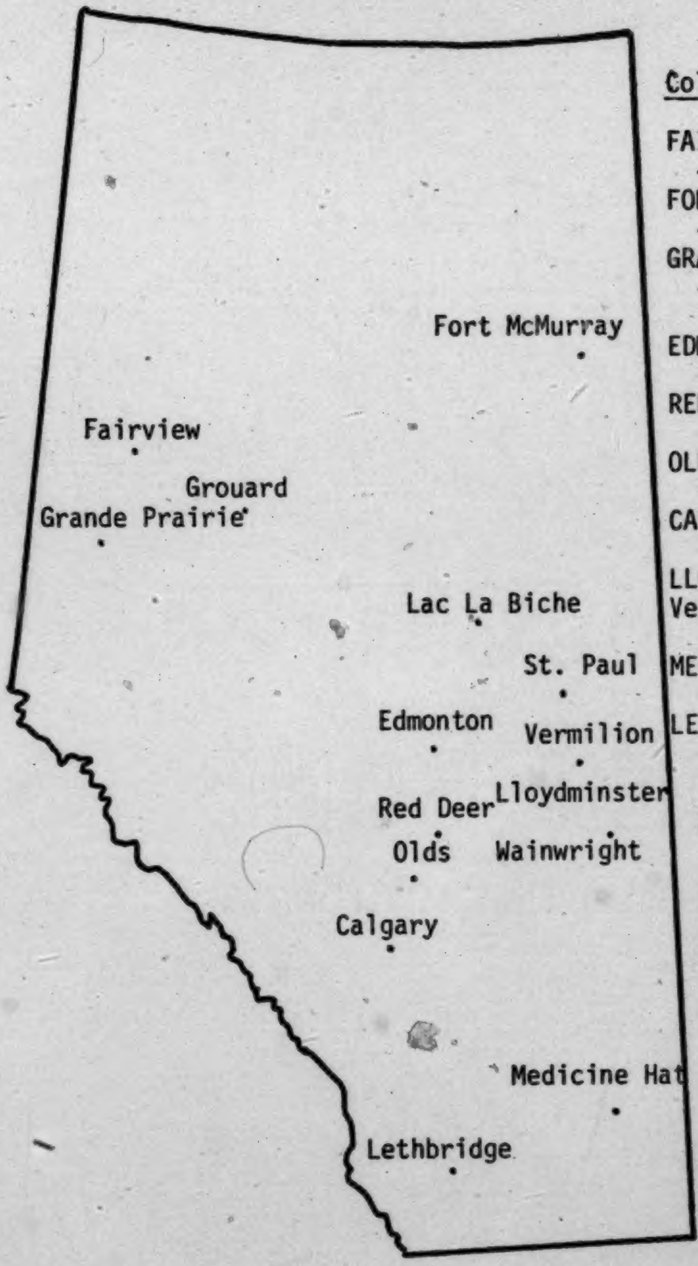
> the Curriculum Policies Board. The Committee will consist of the Director of Curriculum as chairperson, the chairperson of each curriculum coordinating committee and appointed member of the Curriculum Policies Board. At present, there are sixteen curriculum coordinating committees. One of these sixteen is the Business Education Curriculum Coordinating Committee. (Vol. 8, No. 12, 1980, p. 1)

Summary

The colleges, institutes of technology, and Alberta Vocational Centres are under the jurisdiction of the Department of Advanced Education and Manpower. The post-secondary, non-university institutes are autonomous and each develops, evaluates and changes curriculum independently of the other.

THE PROVINCE OF ALBERTA

POST-SECONDARY COLLEGES, INSTITUTES, AND ALBERTA VOCATIONAL CENTRES


Fort McMurray
Fairview
Grouard
Grande Prairie
Lac La Biche
St. Paul
Edmonton
Vermilion
Lloydminster
Red Deer
Olds
Wainwright
Calgary
Medicine Hat
Lethbridge

Colleges:

FAIRIVIEW
- Fairview College

FORT McMURRAY
- Keyano College

GRANDE PRAIRIE
- Grande Prairie Regional College

EDMONTON
- Grant MacEwan College

RED DEER
- Red Deer College

OLDS
- Olds College

CALGARY
- Mount Royal College

LLOYDMINISTER, St. Paul, Vermilion, & Wainwright
- Lakeland College

MEDICINE HAT
- Medicine Hat College

LETHBRIDGE
- Lethbridge College

Alberta Vocational Centres:

GROUARD
LAC LA BICHE
EDMONTON
CALGARY

Institutes of Technology:

EDMONTON
- Northern Alberta Institute of Technology

CALGARY
- Southern Alberta Institute of Technology

Curriculum Planning and Development

To prepare a model to monitor the effectiveness of the secretarial science programs' curricula, it was necessary first to determine what the basic components of these curricula are and then to determine if there is a commonality among these components in the professional literature that has been written on curriculum theory, curriculum design, and curriculum development.

The authors who have written on curriculum theory describe in their writings the basic components which belong in an effective curriculum plan or model. However, these authors in describing the basic components of a curriculum are not always consistent in the terminology that is used to describe the same component, nor are these components presented in the same order, nor are the components given the same importance by each author.

Kelly (1979) believes that the theory of curriculum and the planning and development of curriculum are two distinct areas for discussion. He goes on to state that while curriculum planning and development depend upon a thorough understanding of curriculum theory, curriculum planning and development is the practice of curriculum theory (p. 2). He further recognizes "that if educational change is to keep pace with and match changes in society, it must be deliberately managed rather than merely left to happen" (p. 2). "The educational system is a social institution which should be expected to change along with other such institutions" (p. 1).

Curriculum - Its Definition

Just as curriculum has changed and evolved over the last forty years so has the definition of the term curriculum (Wiles & Bondi, 1979, pp. 5-7).

Smith, Stanley, and Shores (1957) define curriculum as "a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting" (p. 3). In the 1950's curriculum was seen as a means of socializing the children and youth of the day.

Taba (1962) agreed with this definition of curriculum when she defined curriculum as "a way of preparing young people to participate as productive members of our culture" (p. 2).

Saylor and Alexander (1966) moved the definition away from the socialization aspect to include the learning concept when they wrote "curriculum encompasses all learning opportunities provided by the school" (p. 15). Neagley (1967) supports their definition when he defined curriculum as "all the planned experiences provided by the school to assist pupils in attaining the designated learning outcomes to the best of their ability" (p. 2).

Kelly (1979) takes the definition one step further when he includes in the definition of curriculum not only the planned curriculum but also the "hidden curriculum" as well (p. 4). He goes on to explain that the hidden curriculum is "those things students learn at school which were not included in the planning; for example, social roles, sex roles, attitudes, and values towards aspects of living" (p. 4).

Kelly (1979) in his discussion of the definition of curriculum explains that curriculum can mean the smallest segment of the curriculum --a subject area of study--to the total program of an educational institution. He concludes that today the term curriculum usually refers to the intentionally planned activities (pp. 3-4).

Wiles and Bondi (1979) contend that today the focus in education "on accountability has pushed the definition towards an emphasis on results and ends" (p. 7). They quote a statement by Mauritz Johnson (1970-71, p. 25) as follows:

> Curriculum is concerned not with what students will do in the learning situation, but with what they will learn as a consequence of what they do. Curriculum is concerned with results (p. 7).

It is evident from the above discussion that the term curriculum can cause much confusion among professionals as well as laymen when planning and developing curriculum plans.

Components of a Curriculum Model

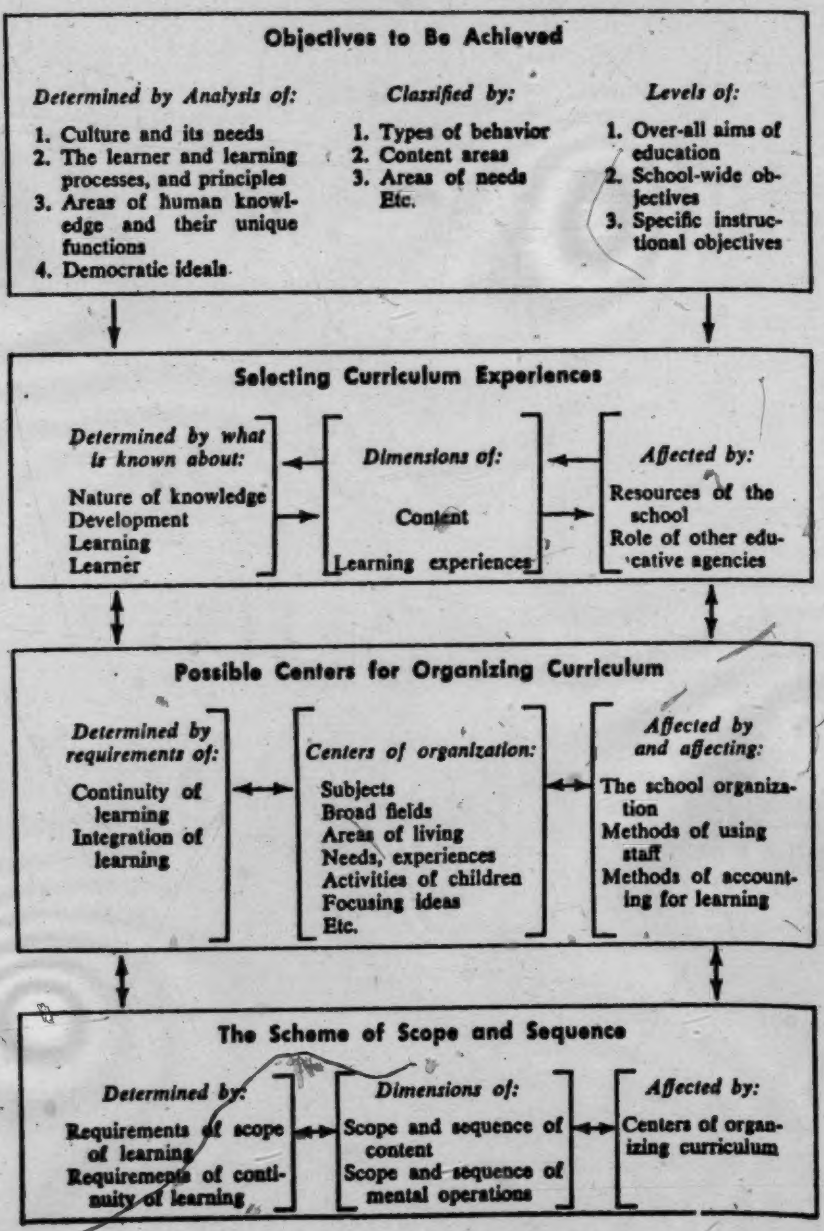
The authors of curriculum theory have analyzed the planning of curriculum as a process starting from the general aims, purposes, or principles of education. The components that are a part of this process are defined in different steps to be followed in each plan or model.

In discussing a curriculum plan, Taba (1962), a leading curriculum theorist, perceives seven essential elements that should be included in any curriculum plan which should be followed by curriculum designers in a prescribed sequence in order to achieve an effective curriculum plan. According to Taba, the seven elements that should be followed are these:

1: Diagnosis of needs
2: Formulation of objectives
3: Selection of content
4: Organization of content
5: Selection of learning experiences
6: Organization of learning experiences
7: Determination of what to evaluate and of the ways and means of doing it (p. 12)

Taba's Model for Curriculum Design is shown on the next page.

A MODEL FOR CURRICULUM DESIGN


Objectives to Be Achieved
Determined by Analysis of:
1. Culture and its needs
2. The learner and learning processes, and principles
3. Areas of human knowledge and their unique functions
4. Democratic ideals
Classified by:
1. Types of behavior
2. Content areas
3. Areas of needs
Etc.
Levels of:
1. Over-all aims of education
2. School-wide objectives
3. Specific instructional objectives
Selecting Curriculum Experiences
Determined by what is known about:
Nature of knowledge
Development
Learning
Learner
Dimensions of:
Content
Learning experiences
Affected by:
Resources of the school
Role of other educative agencies
Possible Centers for Organizing Curriculum
Determined by requirements of:
Continuity of learning
Integration of learning
Centers of organization:
Subjects
Broad fields
Areas of living
Needs, experiences
Activities of children
Focusing ideas
Etc.
Affected by and affecting:
The school organization
Methods of using staff
Methods of accounting for learning
The Scheme of Scope and Sequence
Determined by:
Requirements of scope of learning
Requirements of continuity of learning
Dimensions of:
Scope and sequence of content
Scope and sequence of mental operations
Affected by:
Centers of organizing curriculum

taken from Taba, H. (1962), p. 438

Wiles and Bondi (1979) believe that while Taba's list of seven major steps in curriculum development has been one of the best known in the field of curriculum development, modern lists of these steps see curriculum as a more comprehensive process (p. 35). They state, for example, Feyereisen's problem-solving action chain:

1. Identification of the problem
2. Diagnosis of the problem
3. Search for alternative solutions
4. Selection of the best solution
5. Ratification of the solution by the organization
6. Authorization of the solution
7. Use of the solution on a trial basis
8. Preparation for adoption of the solution
9. Adoption of the solution
10. Direction and guidance of staff
11. Evaluation of effectiveness (p. 35).

Saylor and Alexander (1966) state that curriculum planning is a complex undertaking and that the following basic assumptions are made about curriculum:

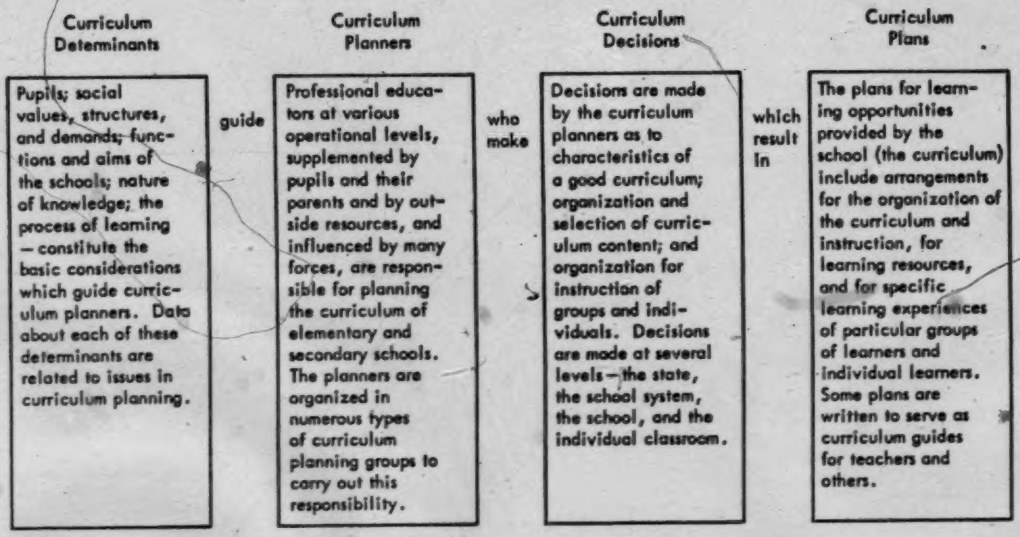
1. Quality of the educational program has priority in American educational goals.
2. The curriculum itself must be dynamic and ever changing as new developments and needs in our society arise.
3. The process of curriculum planning must be continuous.
4. No master curriculum plan will serve all schools.
5. Many individuals participate in curriculum planning.
6. Procedures of curriculum planning vary from system to system, from school to school, and from classroom to classroom, but they are logical, consistent, and indentifiable in each situation (pp. 3-4).

Neagley and Evans (1967) explain that curriculum design is usually divided into three categories: 1. Subject-centered or discipline centered curriculum, 2. Child-centered curriculum, and 3. Community-centered curriculum. They further describe curriculum development as a process which encompasses the following procedures:

> 1. organization of the curriculum committees;
> 2. selection of objectives, aims, and goals of instruction
> 3. the designation of appropriate content;
> 4. the choosing of the best method of instruction;
> 5. the selection of the evaluation procedures;
> 6. the trial and evaluation of these materials, learnin experiences, and methods;
> 7. the development of appropriate guides, and
> 8. the provision of procedures for continuous study, evaluation, and improvement of the curriculum (p.5)

Saylor and Alexander (1966) describe in their model four essential elements in the Process of Curriculum Planning. This model is shown on the next page.

A MODEL FOR THE PROCESS OF CURRICULUM PLANNING



Curriculum Determinants

Pupils; social values, structures, and demands; functions and aims of the schools; nature of knowledge; the process of learning — constitute the basic considerations which guide curriculum planners. Data about each of these determinants are related to issues in curriculum planning.

guide

Curriculum Planners

Professional educators at various operational levels, supplemented by pupils and their parents and by outside resources, and influenced by many forces, are responsible for planning the curriculum of elementary and secondary schools. The planners are organized in numerous types of curriculum planning groups to carry out this responsibility.

who make

Curriculum Decisions

Decisions are made by the curriculum planners as to characteristics of a good curriculum; organization and selection of curriculum content; and organization for instruction of groups and individuals. Decisions are made at several levels — the state, the school system, the school, and the individual classroom.

which result in

Curriculum Plans

The plans for learning opportunities provided by the school (the curriculum) include arrangements for the organization of the curriculum and instruction, for learning resources, and for specific learning experiences of particular groups of learners and individual learners. Some plans are written to serve as curriculum guides for teachers and others.

Figure 1: A Model of the Process of Curriculum Planning

taken from Saylor, J. G. & Alexander, W. M. (1966), p. 7.

Summary. From the curriculum models presented, the five major components of a curriculum model and processes needed to establish these components can be summarized as follows:

1. PHILOSOPHY - establishing of the philosophy, aims, goals and purposes of the program.

2. OBJECTIVES - setting program objectives.

3. CONTENT - selecting and organizing content.

4. TEACHING METHODOLOGIES AND EVALUATION - determining instructional methodologies and the evaluation of instruction and learning.

5. CURRICULUM MONITORING - establishing means to monitor continuously or to evaluate the program and/or the curriculum plan.

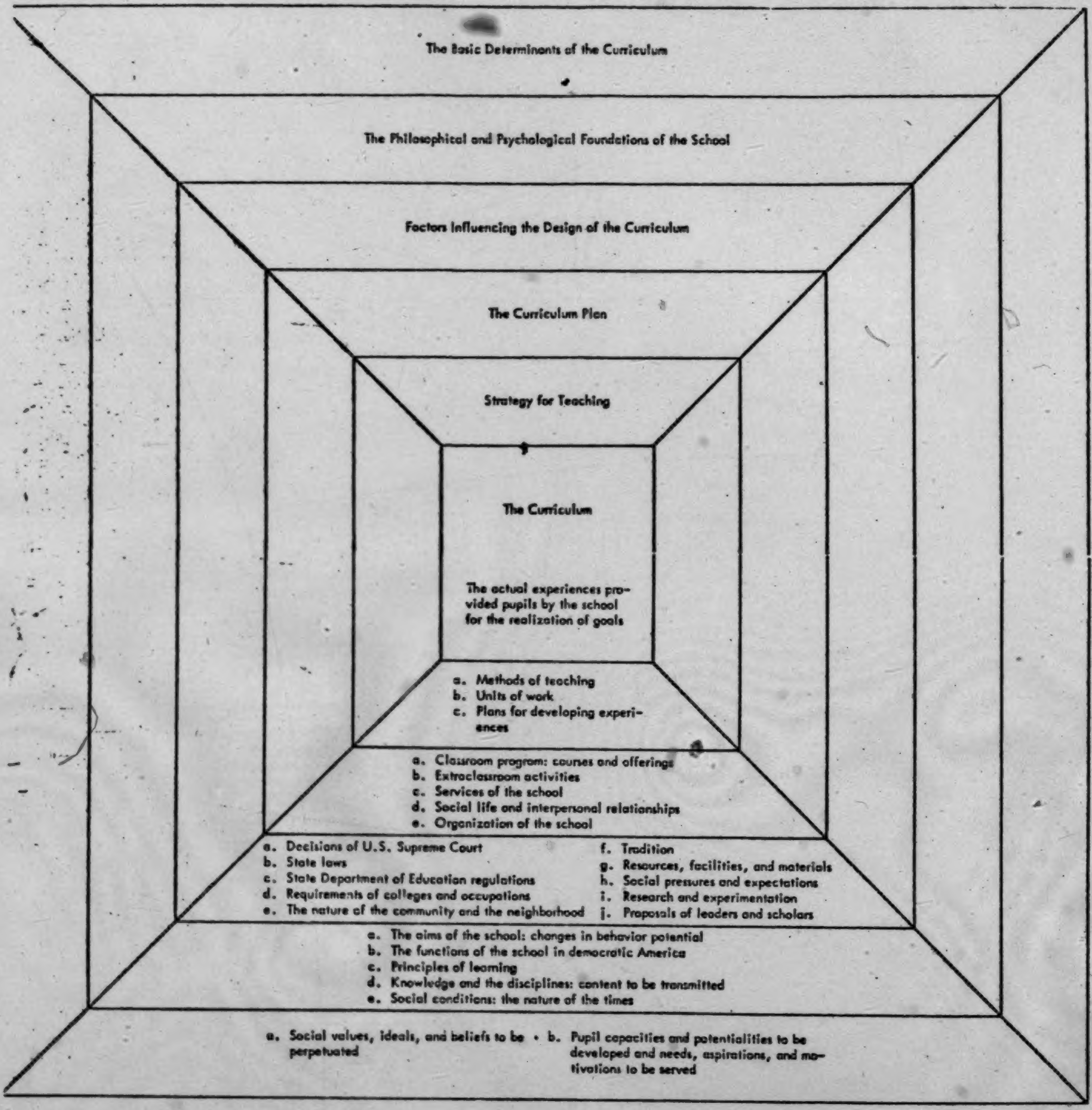
Each of the above parts of the curriculum model involve an understanding of the factors that influence the process of selection and evaluation as well as the influence each component has on the others.

Major Components of a Curriculum Model and Factors which affect these Components

The researcher felt that a closer examination of the first four major components, as well as some of the factors which affect these components, would help to understand the process of the total curriculum model. The fifth component, "Curriculum Evaluation and Curriculum Monitoring," because of its importance to this study, will be reviewed in Chapter III.

Saylor and Alexander (1966) discuss the factors that should be considered in formulating a curriculum plan. They show in their model, "Planning Curriculum Experiences," on the top half of the model the elements of a curriculum model and on the lower half the factors which affect the elements and must be taken into consideration when designing a curriculum plan. This model is shown on the next page.

PLANNING CURRICULUM EXPERIENCES


The Basic Determinants of the Curriculum
The Philosophical and Psychological Foundations of the School
Factors Influencing the Design of the Curriculum
The Curriculum Plan
Strategy for Teaching
The Curriculum
The actual experiences provided pupils by the school for the realization of goals
a. Methods of teaching
b. Units of work
c. Plans for developing experiences
a. Classroom program: courses and offerings
b. Extraclassroom activities
c. Services of the school
d. Social life and interpersonal relationships
e. Organization of the school
a. Decisions of U.S. Supreme Court
b. State laws
c. State Department of Education regulations
d. Requirements of colleges and occupations
e. The nature of the community and the neighborhood
f. Tradition
g. Resources, facilities, and materials
h. Social pressures and expectations
i. Research and experimentation
j. Proposals of leaders and scholars
a. The aims of the school: changes in behavior potential
b. The functions of the school in democratic America
c. Principles of learning
d. Knowledge and the disciplines: content to be transmitted
e. Social conditions: the nature of the times
a. Social values, ideals, and beliefs to be perpetuated
b. Pupil capacities and potentialities to be developed and needs, aspirations, and motivations to be served

taken from Saylor, J. G. & Alexander, W. M. (1966), pp. 272-273.

Philosophy

The purposes of an educational plan or program are usually stated in general statements called the philosophy which states the expected outcomes or the reasons for a eduational plan or program. The general philosophical statements are usually defined further in the general statements called goals or aims. All of the philosophical statements, general goals and aims combined make up the philosophy of an educational plan or program.

The authors of curriculum theory believe that it is essential that philosophical statements about the general goals or purposes of a program be established first and agreed upon by the planners of a curriculum model.

Wiles and Bondi (1979) believe that the philosophy of a program guides the action in the development of the program (p. 68). They believe that "educational philosophies serve numerous functions: to clarify objectives and activities in schools, to guide strategies for curriculum change, to suggest learning theories, and to define the roles of persons engaged in curriculum improvements" (p. 68).

Taba (1962) describes educational philosophy as "the selection and interpretation of facts and ideas about the needs and beliefs about society and the individuals the program will serve. Educational philosophy is the synthesizing of all pertinent knowledge and ideas to determine the chief ends and values of education" (pp. 194-195)

Smith, Stanley and Shores (1947) write that "education refers to the entire social process by which individuals acquire the ways, beliefs and standards of society. Schooling is a specialized aspect of this social process" (p. 1).

From the philosophical statements, the more general goals of education or a particular program are derived. These general goals are not concerned with a particular achievement within a set period of time (Wiles & Boni, 1979, p. 228).

Wiles and Bondi explain the difference among the terms philosophical statement, general goals, broad objectives and specific objectives as a heirarchy shown graphically as follows:

PHILOSOPHY
↓
GOALS
↓
BROAD OBJECTIVES
↓
SPECIFIC OBJECTIVES (p. 230)

Kelly supports this concept of a heirarchy when he wrote, "it is the rationale of the total curriculum that must have priority since it would seem that once that is established on a firm basis, the curriculum of individual subjects should fall into place" (p. 3).

Saylor and Alexander (1966) define the aims of the school as "the objectives the school proposes to achieve as outcomes of its educational activities. In curriculum planning, we consider *objectives*, *goals*, and *aims* to be synonymous" (p. 123).

Smith, Stanley and Shores (1957) stated that:

> The objectives of education are derived from the culture. Since the culture consists of ideals, ideas, methods of thinking, skills, attitudes, institutions, and other man-made aspects of environment, whatever ends the school attempts to achieve will be ends recognized as desirable in the cultural system to which the school belongs (p. 107).

The beliefs, attitudes, and experiences of the curriculum planners will have the most direct impact on the establishment of the philosophy of an educational program as well as the general goals of that program. Those that are involved in curriculum planning and development have many factors to consider when designing an education program. Besides the social pressure of selecting what is culturally desirable, there are political pressures and financial restraints that planners have to take into account. Curriculum planners need to have a good understanding of what knowledge is, the theories of teaching and learning, the growth and needs of the student clientele, the role of other academic institutions and the role of the teacher (Kelly, 1979, p. 11).

Saylor and Alexander (1966) delineate in their "Model for the Foundation of Aims of the School" some of the ideas and controls curriculum planners must take into consideration when determining the general goals or aims for a school or program.

Their model is shown on the next page.

A MODEL FOR THE FORMULATION OF AIMS FOR THE SCHOOL

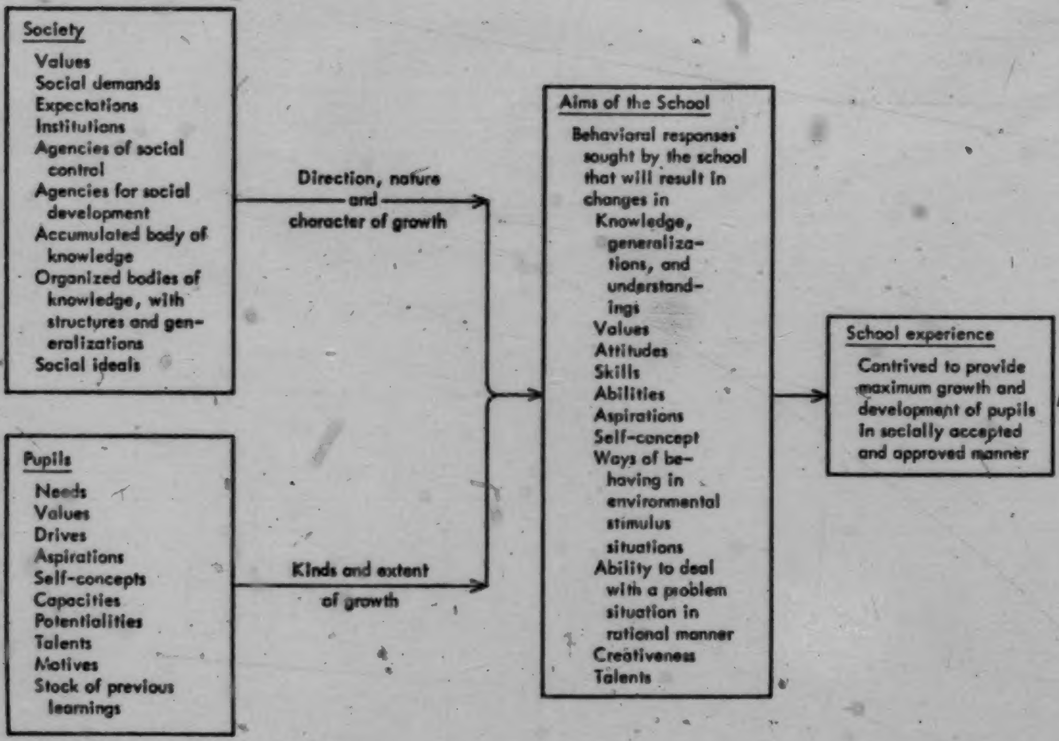

Society
Values
Social demands
Expectations
Institutions
Agencies of social control
Agencies for social development
Accumulated body of knowledge
Organized bodies of knowledge, with structures and generalizations
Social ideals
Pupils
Needs
Values
Drives
Aspirations
Self-concepts
Capacities
Potentialities
Talents
Motives
Stock of previous learnings
Direction, nature and character of growth
Kinds and extent of growth
Aims of the School
Behavioral responses sought by the school that will result in changes in
Knowledge, generalizations, and understandings
Values
Attitudes
Skills
Abilities
Aspirations
Self-concept
Ways of behaving in environmental stimulus situations
Ability to deal with a problem situation in rational manner
Creativeness
Talents
School experience
Contrived to provide maximum growth and development of pupils in socially accepted and approved manner

Figure 6: A Model for the Formulation of Aims for the School

taken from Saylor, J. G. & Alexander, W. M. (1966), p. 138.

Saylor and Alexander recognize the parameters that a curriculum planner works within when they wrote:

> The curriculum planner obviously recognizes that the social group has provided him with the bodies of knowledge, the principles, the structures of knowledge, and the generalizations that he must use in educating children to live effectively in that social group (p. 139).

Wiles and Bondi (1979) identify the sources for goals "as the society, the learner, and the organized knowledge" (p. 238).

Objectives

Wiles and Bondi (1979) believe that the next step in a cirriculum plan are "specific behaviorally stated objectives which evolve from the goals and general objectives. Activities or strategies and means of evaluation are included in statements of behavioral objectives" (p. 229). The general goals of the program "must eventually be stated at the operational level as behavioral responses desired of the learner" (Saylor & Alexander, 1967, p. 139).

A taxonomy such as Bloom's or an overall scheme for classifying and correlating objectives facilitates the planning, development and evaluation of units of instructions. Saylor and Alexander (1979) classify the behavioral objectives into three categories as follows:

> The cognitive domain. Outcomes that involve the acquisition of knowledge and the use of this knowledge in carrying out some intellectual task or solving a problem.
>
> The affective domain. Objectives that emphasize some aspect of feeling, emotional behavior, personal disposition, or acceptance or rejection.
>
> Psychomotor domain. Outcomes that constitute muscular or motor skill, manipulation, or neuromuscular coordination (p. 139).

Cohen (1970) defines an objective as a "specific student action or product of student action" (p. 6).

Kelly (1979), however, points out behavioral objectives and Bloom's taxonomy as being too rigid. He criticizes behavioral objectives for the following reasons:

> Firstly, it is unsatisfactory precisely because it is behavioral and, therefore, loses sight of the fact that educational objectives must of their very nature be concerned with much more complex forms of personal and mental development (Hirst, 1975, p. 15)
>
> Secondly, it is based on a misunderstanding of the relationship between objectives.
>
> Thirdly, it leads to a view of curriculum planning as a kind of engineering or computer programming which fails to understand how curriculum objectives come to be framed.
>
> Lastly, it operates at too general a level, assuming that curricula can be planned in a Utopia, carte blanche manner rather than recognizing that curriculum development must be seen as a piecemeal activity taking place in specific contexts (Hirst, 1975) (p. 39).

Kelly (1979) goes on to suggest as one alternative to behavioral objectives, "expressive objectives," which he defines as follows:

> An expressive objective describes an educational encounter. It identifies a situation in which children are to work, a problem with which they are to cope, a task in which they are to engage; but it does not specify what from that encounter, situation, problem, or task they are to learn. . . . An expressive objective is evocative rather than prescriptive (Eisner, 1969 pp. 15-16) (p. 41).

Kelly recognizes that for courses in the liberal arts, expressive objectives may serve as the most relevant type of educational objectives; however, he recognizes that in vocational training behavioral objectives may be best (p. 45).

Kelly believes that the most important consideration to keep in mind when defining objectives is that they are provisional and "subject to modification in the light of the continuous experience both of ourselves as teachers and of our pupils once a course or piece of work has got underway" (p. 40).

Content

As with the selection of a philosophy, general goals, and objectives, many factors enter into the decisions that are made about curriculum content.

Kelly (1979) discusses the conflict that still exists between liberal and vocational forms of education. He defines liberal education as intrinsically worthwhile--having value in its own right. He further discusses the three factors as having the greatest influence on the selection of content as: the needs of society; the needs, interest, and experience of the pupil; and the nature of knowledge itself. In discussing the needs of society and education as an acculturation process, he raises the concern of whether education should transmit culture or transform it (pp. 49-52).

The subjectivity of society to rapid technological and moral change, prompted Kelly to proposes one alternative role of education might be as follows:

> A recognition of the rapidity of social change and of the need for people to be equipped to cope with it and even to exercise some degree of control over it suggests that schools should in any case go beyond the notion of initiation of pupils into the culture of the society, beyond socialization and acculturation, to the idea of preparing pupils for the fact of social change itself, to adapt to and to initiate changes in the norms and values of the community (p. 53).

He concludes that the content of the curriculum is purely subjective and that "the most that we can hope, therefore, is that the judgement is truly professional, in other words, that while being subjective it is also informed and firmly based on a full knowledge and understanding of the issues involved (p. 77).

Smith, Stanley, and Shores (1957) discuss four procedures for the selection of content: judgemental, experimental, analytical and consensual. These authors discussed the disadvantages of each of these procedures as well.

The judgemental procedures' success relies upon the curriculum planners' interests, knowledge, and ideals (pp. 55-56).

The experimental procedures follows the same general pattern as follows:

1. a hypothesis, that is, an idea is to be tried out;
2. control of the condition of the try-out;
3. an objective account of the results; and
4. checking the results against the hypothesis to find whether or not the hypothesis is true (p. 157).

The analytical procedure is "an analysis of the things people do in order to discover the subject matter functioning in these activities" (p. 160). Other forms of the analytical procedures are activity (task) analysis, job analysis, or "analysis to determine the generally useful knowledge and skills" (p. 161). There are six techniques used in the analytical procedures: 1. interviewing, 2. working on the job, 3. analysis of the job or activity by the worker, 4. questionnaire, 5. documentary analysis, and 6. observing the performance of people (p. 162).

The consensual procedure is a procedure used to collect "peoples' opinions about what they believe the curriculum should be" (p. 166). The first step in this method is determining who are the "experts" whose opinions will be sought after; the next step is determining how to collect these opinions; and the final step is the tabulation and interpretation of these opinions (p. 166).

Teaching Methodologies and Evaluation

After the philosophy, general goals, specific objectives, and content of a program have been selected, the next step in a curriculum model is to determine the most effective means of transforming this content into meaningful learning experiences for the students. A thorough understanding of the theories of learning, the students as learners, the role of the teacher, and the evaluation process, is a prerequisite to establishing the teaching and learning methodologies of a program.

The Theories of Learning. Wiles and Bondi (1979) state that "the learning theory and the learning approach selected by the planners are functions of the desired goals of growth" (p. 63).

They summarize three approaches to learning which have elvolved as follows:

> 1. Behavior approach is characterized by an external perspective of the learning process, viewing learning as a product of teacher behavior. . . . Armed with terms such as conditioning (repetitive response), reinforcement (stengthening behavior through supportive action), extinction (withdrawing reinforcement), and transfer (connecting behavior with response), the behavioral learning theorist seeks to shape the student to a predetermined form.

> 2. Need-structure approach is concerned with the needs and drives of students and seeks to use such natural motivational energy to promote learning. . . . Key terms used with the needs/drive approach are readiness, identification, imitation, and modelling.
>
> 3. Environmental approach to learning is concerned with the restructuring of the learning enviornment or the students' perceptions so that they may be free to develop. . . . It acknowledges human diversity, believes in human potential, and promotes both uniqueness and creativity in individuals (pp. 63-64).

They further explain the implications of the selection of any one approach would have direct affect on the selection of "basic classroom design of learning spaces, choice of materials, and role of participants" (p. 64).

Taba (1962) believes that "all theories of learning rest on a concept of man and behavior" (p. 79).

Saylor and Alexander (1966) cluster the theories of learning as the Stimulus-Response Theories of Learning, Functional Theories of Learning, and the Cognitive Theories of Learning. The Stimulus-Response theory includes connectionism, conditioning, stimulus-response, and behaviorism. The Functional Theories represent a intermediate position between the other two groups and is based on the Stimulus-Response (S-R) factors but introduce other elements such as motivation, initial discovery, and problem solving. Cognitive Theories include what are known as field, Gestalt, sign learning, cognitive, and classical Gestalt. This theory of learning depends on "the students' insight--his perception and analysis of the situation in terms of his own needs and motives" (196-203).

They conclude that no one theory of learning can be accepted with confidence, but that "the theories and experimental evidence give educators the basis for proceeding" (p. 204).

Wiles and Bondi explain that "strategies or methods of teaching include all those techniques, procedures, manipulations, and facilitations of content and learning environments that are performed by teachers" (pp. 168-169)

The Student. Saylor and Alexander (19667) describe "factors in learning" and explain that behavior is the basis for all learning--"the pupil must respond if learning is to occur". The learner himself determines how he will behave in the given environmental situation" (p. 205). They explain that the characteristics of the individual which influence his behavior, as:

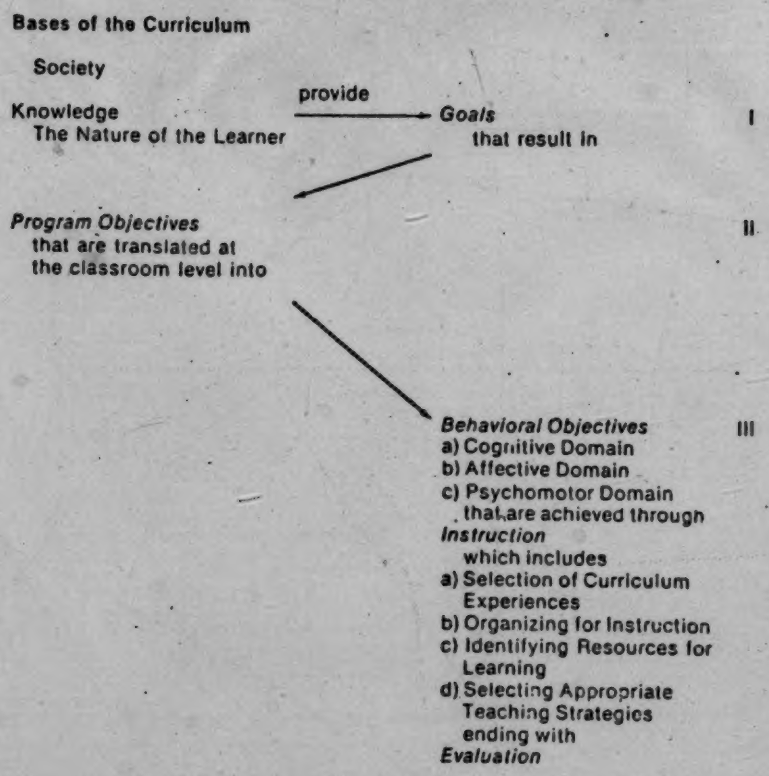
1. Heredity
2. Age
3. Sex
4. Capactities and abilities
5. The needs system
6. The cognitive-attitudinal-value system
7. Perception of the objective characteristics of the environment
8. Aspirations and concept of self in relation to the situation
9. Drive state (p. 206)

"Research over the past twenty years has shown consistently that individuals who feel capable, significant, successful, and worthy tend to have positive school experiences" (Wiles & Bondi, 1979, p. 258).

The Teacher. The central role of the teacher in interpreting the objectives and content of the program as well as the establishment of the teaching methodologies must be clearly recognized by the curriculum planners if the program is to be successful (Kelly, 1979, pp. 18-20).

Before the teacher can determine strategies for teaching, the characteristics of the learners, including physical and intellectual characteristics, age level, maturity, reading ability, I.Q., and performance evaluations must be understood. "Other data including attitudes, learning styles, and cultural backgrounds provide valuable clues to teachers and other curriculum planners" (Wiles & Bondi, 1979, p. 169). Wiles and Bondi give further insight into the instructional process in their model, "Model of Instructional Process," which is shown on the next page.

A MODEL OF THE INSTRUCTIONAL PROCESS


Bases of the Curriculum
Society
Knowledge
The Nature of the Learner
provide
Goals
that result in
I
Program Objectives
that are translated at
the classroom level into
II
Behavioral Objectives
III
a) Cognitive Domain
b) Affective Domain
c) Psychomotor Domain
that are achieved through
Instruction
which includes
a) Selection of Curriculum Experiences
b) Organizing for Instruction
c) Identifying Resources for Learning
d) Selecting Appropriate Teaching Strategies
ending with
Evaluation

Taken from Wiles, J. & Bondi, J. Jr. (1979), p. 170.

"Curriculum planners must realize that the classroom teacher must ultimately carry out the instructional program and must have some flexibility in selecting curriculum experiences" (Wiles & Bondi, 1979, p. 151).

Kelly (1979) supports this statement when he writes: "Any model we adopt for curriculum planning must allow for the personal and professional autonomy of the teacher, especially in relation to the framing and modification of objectives (p. 35). He also cautions that this autonomy of the teacher may cause the results of the curriculum plan to differ from the expectations of the planners--"a gap between the official and actual curriculum" (p. 5).

Smith, Stanley and Shores (1957) identify four principles that they believe are the reasons that teachers are the keys to effective curriculum development. They explain these principles as follows:

> 1. The curriculum will improve only when the professional competence of teachers improves.
>
> 2. The competence of teachers will be improved only as the teachers become involved personally in the problems of curriculum revision.
>
> 3. If teachers share in shaping the goals to be attained, in selecting, defining, and solving the problems to be encountered, and in judging and evaluating the results, their involvement will be most nearly assured.
>
> 4. As people meet in face-to-face groups, they will be able to understand one another better and to reach a consensus on basic principles, goals, and aims (p. 429).

Evaluation Process. Saylor and Alexander (1966) list the following as reasons for evaluation: "to provide an overall view of the program, spot weaknesses, improve teaching, identify needed curriculum revisions, provide comparison with previous years" (p. 235).

Taba (1962) recognizes that the function of evaluation is to determine how well students have achieved the educational objectives of a program. The results of evaluation can be used to establish standards, determine strengths and weaknesses, and possible causes, and student placement (p. 232-234).

There are two main categories into which all evaluation process fall: 1. formative evaluation--an assessment of progress toward an objective, and 2. summative--a final evaluation to determine if the goal has been reached (Kelly, 1979, p. 106).

Some writers see formative evaluation as a feedback mechanism for both the teacher and the student. In addition, evaluation can provide feedback about the teaching-learning process itself as well as the resources--textbooks, audio visual aids, special equipment, classroom organization, and administration.

Wiles and Bondi (1979) point out "there is little evidence that instructional materials are evaluated either before or after use in the classroom" (p. 281)

Summary

The authorities on curriculum planning and development have agreed that there are four major components in a curriculum plan: philosophy, program objectives, program content, and teaching methodologies and evaluation. In addition, there are many factors which have to be taken into consideration when designing and implementing a curriculum plan.

A review of the calendars and course outlines of the institutes included in this study revealed that the four major components of a curriculum plan as identified above are included in the secretarial programs that are in place in the post-secondary, non-university institues in the Province of Alberta.

The Influence of Technology and Society on the Office Environment

The research completed would indicate that the main objective of the secretarial programs in the post-secondary, non-university institutes in the Province of Alberta is to prepare students to enter administrative service departments in business and industry and become productive workers in today's offices. Therefore, an understanding by business educators of the role of the office, the role of management, and the role of the secretary is essential for curriculum development.

It is equally important for business educators to understand how these roles are being affected by the continuous technological advancements being made, and by social and economic changes taking place in business and society.

Technological Advancements

The office is the last frontier for incorporating the technological advancements that have been made in industry in the last two decades. Industry is much quicker in accepting these advancements because it immediately makes use of any technological innovations that will increase productivity, but the office has been content to use not only the same procedures of the past fifty years, but also much of the equipment that is used has changed little since it was first invented. For example, the manual typewriter, first invented in the late eighteen hundreds, evolved to the electric typewriter. This typewriter was then designed to be used with a revolving element as the typing mechanism, and, finally, in the last ten years the electric typewriter was designed with a correcting tape. Manual typewriters are still in use in a number of small offices and these typewriters can also be found in classrooms today in secondary schools where future stenographers and secretaries receive their training.

However, in the last ten years, not only have the larger business organizations been adopting new equipment, but they have incorporated new office procedures and organizational structures in their attempt to increase productivity. The rate of change taking place in the office is continuing to accelerate. Business educators find it difficulty to keep informed about the changes taking place in business offices as well as how these changes should become part of the curriculum content and the teaching strategies that might be used to teach that content so that it is relevant.

In a special report by the "Financial Post," October, 1979, English described the technological revolution taking place in the office. In describing that office English said:

> The office of the future is here now. The only thing that stands in its way is people. Technologically we have everything we need to perform almost any conceivable business task, from computing to word processing to electronic mail and electronic fund transfer (p. S1).

English (1979) goes on to state in his report that "Resistance to change is, in short, emerging as the biggest social problem in automating the office" (p. S1).

Education can play a major role in helping to overcome the resistance to change by giving students an opportunity to become familiar with new technology and learn how to cope with the effects that technological innovations will have on their working life.

One of the most recent innovations in the office is the use of word processing equipment to increase productivity. Current periodicals report many success stories involving the use of word processing equipment and systems in the office. For example, an engineering firm reported "turnaround time increased phenomenally with the use of IBM's system 6" and that accuracy and quality of output also increased. The firm also experienced a cost reduction for projects. This firm previously used IBM Mag Cards and has been innovative in the use of the mag card as a means of communicating large amount of information between head office and its branches (Office Equipment and Methods, May, 1980, p. 24).

The new technology of word processing is only one part of the total technology that will be involved in automating the office. Wallace, in her article which was titled, "The automated office is not out to get you," points out that the basic purpose of the office is the processing of information and that has not changed. She states:

> Word processing has brought the entire office staff in touch with the advantages of automation and, more importantly still, it holds the promise of becoming the central mechanism for the fully inter-connect office of the future (The Secretary, March, 1980, p. 16).

In the automated office of the future the input system will be through the use of automated dictation systems. Optical character readers will be used to turn every electric typewriter into an input terminal that a word processor will accept. High speed printers will be used as word processoring output systems that will employ daisy wheels, elements, jet-ink spray or lasers.

Reprographics will include fully automatic copiers capable of collating, stapling, stacking and communicating directly with word processing equipment.

The storage, retrieval and final disposition of information is receiving much attention today. Microfilm, microfiche, and computer output microfilm are receiving wider acceptance among the business community as a means of information storage and retrieval. In addition, computer use for information storage and retrieval is becoming more feasible as costs of computers continues to decline and microcomputers become more widely accepted. There is a need for compatibility between word processing equipment and data processing equipment that must be recognized and implemented by equipment designers. The distribution of information through electronic communication is receiving greater attention as the cost of mail increases and the need for faster communication is recognized. Word processors and computers are capable of transmitting information over long distances and costs for this service continue to decline. Wallace summarizes her concept of the office of the future as follows:

> Looking at today's automated office systems, many office workers of previous technological generations are astounded, and sometimes frightened, by the changes they see. The truth is that changes have just begun. Although the foundation for the office of the future is coming together, experts agree the real leap forward will occur when various office functions (and their equipment) are totally inter-related, communicating with

> each other accurately, sparingly, and rapidly. When that occurs, the result will be the true realization of the office as a place where information is gathered, processed, stored and distributed as a genuinely comprehensive function, and where office workers are far more free to perform their most effective function: giving meaning to that information (p. 18).

In the National Business Education Yearbook, No. 18 (1980) Iannizzi in an article, "Implications for Post-secondary Programs," expresses concern about the great acceleration in the rate of change taking place in the office. However, this author appears more optimistic than others when she wrote:

> The greatest advantage of such uncertainty is the opportunity it offers business educators at the post-secondary level to develop new concepts and make suggestions as to the directions in which future business education programs should proceed (p. 212).

Iannizzi delineates six directions that post-secondary business education will take in the future in order to present students with the proper content to prepare for an office environment that includes equipment that is automated:

- Career titles that reflect nonsexist, more diversified responsiblities.

- Increased emphasis upon decision-making and analytical abilities, adaptability, communication abilities, and interpersonal relationships.

- More extensive interrelationships among business, education, and community groups.

- Offices that incorporate microfilm records, integrated data processing and word processing systems, computer conferencing, and electronic mail.

- Administrative managers who are change agents; educators who are managers of learning resources.

- A knowledge revolution in which "skilledge" (being fully

> versed in a particular area of application that includes a background of theory and principle from which to generate answers and, in addition, the pragmatic skills to put theoretical answers to work) is vital to success in business (p. 214).

According to Iannizzi some of the competencies that will be needed by office employees of the future will be the ability to analyze data, to make decisions, to manage people, to compose reports and letters, to understand interpersonal relationships, to communicate--the ability to read, to listen, to translate and to understand business terms and acronyms in addition to the ability to write and proofread (pp. 214-216).

There is, in addition for the student to develop these new competencies, the need for better cooperation between business educators and community groups to design curricula that are realistic. This cooperation is needed to facilitate more relevant business education outcomes and to bridge the gap between training received in school and the competencies and levels that will be required by these students as employees in the world of business. A possible answer to more relevant educational outcomes in business education programs is for the educators who teach these programs to establish a more cooperative base of communication with their counterparts in the business community.

The role of business educators will have to change drastically so that they become "managers of learning resources" and "engage in self-development programs to keep themselves up to date" (p. 219). In adapting this role change these educators will have to become involved in such non-teaching activities as these:

> working in offices, visiting businesses, setting-up faculty/ business exchanges, participating in business oriented associations, reading business literature, and attending workshops and seminars conducted by business administrators or managers. Instructor should serve as models for their students as well (p. 219).

However, not all technological advancements do get approval by business or education nor do they become a part of the business education curriculum even when research proves the advancements to be superior to what is presently being used.

To illustrate the above concern, Neill (1980) reviews the invention of the typewriter keyboard that was developed by Dvorak which can be mastered by a learner in half the time that it would take a learner to master the Qwerty keyboard of a standard typewriter and also yields a 75% increase in productivity. The Qwerty keyboard was engineered to make typists slow down to prevent the keys from jamming. However, today the problem of jamming typewriter keys has been solved with the invention of the element typing mechanism.

Some experimental work with the Dvorak keyboard has been carried out in junior high schools, business offices, and with handicapped people. The results of these experiments proved the superiority of the Dvorak keyboard over the Qwerty. However, the Dvorak keyboard, invented forty-eight years ago, remains virtually unknown (Kappan, June, 1980, pp. 671-673).

Inventions in the future may also meet the same fate as the Dvorak keyboard.

One of the more recent technological innovations is voice processing. Although in its infancy, experts are predicting that:

> The real breakthough will be when voice can be effectively broken into digital signals--the language of electronic machines--so it can be used as the direct form of communications with machines, and can be stored and processed with electronic communications (Office Equipment and Methods, September, 1980, p. 37).

Social and Economic Pressures

There are many social and economic changes taking place that are now or will be affecting the curriculum of business education and the role of business educators. Educational accountability is a reality in the education sector.

Wood in a chapter, "Curriculum Challenges of Secondary Business Education," feels that the California example of educational accountability and the involvement of the public in setting competencies that must be achieved by high school students before being allowed to graduate will have a positive affect on business education (National Business Education Association Yearbook, No. 18, 1980, pp. 200-211). Wood, in this chapter, discusses three main concepts that will have an impact on the business education curriculum. In the California study, 59 out of 72 proficiences on which students will be tested prior to graduation are integral parts of the curriculum of business education. Firstly, the public sees the majority of the "survival skills" directly related to business education. Secondly, business education should be able to raise standards as accountability spreads into all levels of the school system and students will have stronger backgrounds in the basic skills of reading, writing, and arithmetic. Thirdly, a competency based model of instruction and as well as flexible instruction will challenge students to higher motivation. Wood (1980) concludes with this statement:

> The greatest impact on our curriculum will not be from technological change, although there will be an unending chain of modifications to office equipment and work systems. The major change will come from social, political, and economic forces. Educators can expect to be held accountable for students' learning. We will be called upon to modify our instructional systems to match the needs of individual students. We are not just entering an exciting, challenging time of change in our field; we have been in it for years. All of us must be students of change in order to be teachers of business education. The watchwords in our work must be alertness, optimism, open-mindedness, and adaptability (p. 211).

There is, however, not only the need for accountability in the educational systems, but also pressure for more accountability in the business offices. The accountability in the office is in the form of greater productivity for both managers and support staff, i.e. secretaries.

Bruno (1980) in a chapter of the 18th Yearbook which is entitled, "Constraints Affecting the Business Office," points out that: "The office has been slow to automate. In comparison to agriculture and industry, the prime users of automated techniques, business administration lags far behind in capital expenditures for equipment" (National Business Education Yearbook, No. 18, 1980, p.24). This author identifies the major constraint to development in the office as fear, but points out the following four factors as currently having the greatest impact on the world of business in the near future:

> 1. Business has a need to handle more information each day.
>
> 2. Clerical employees, and often the executive they support, are not as productive as they need to be to handle the increasing amount of necessary business information.
>
> 3. Employees are becoming disenchanted with clerical and secretarial positions and are looking for more satisfaction and opportunity to grow in their jobs.
>
> 4. Top management historically has viewed administration as a support function for sales, production, and finance. As such administration evolved as a "cost of doing business" often thought of as a necessary evil (p. 22).

Some attempt is being made to measure productivity in word processing centers; however authorities consider this type of activity to be non-productive because the results may be distored and not provide useful feedback, or the fear or resentment toward measurement activities may have negative effects on worker productivity. The objectives of measurement, what needs to be measured, and how measurement will be made, are all questions that firms using word processing have to ask (The Office, February, 1980, pp. 24-32).

There is a growing need in business to evaluate performance not only in the word processing department but also in other departments as well if improvement is to be shown in the bottom line.

> It is estimated that two-thirds of today's labor costs represent top managers, middle managers, technical and professional staff, and other administrators. By measuring and improving productivity in the most expensive segment of the work force, organizations hope to dramatically improve the bottom line (Administrative Management, May 1980, p. 26-27).

The changing role of women is having a direct affect on the number of potential secretarial students available for training as well as the number of women who leave the secretarial field. More job opportunities with higher status and higher pay in other economic sectors, are now becoming available to women. Because of the shortage of well qualified secretaries, more companies are giving incentives to secretaries by offering career paths that eventually lead into management positions that offer higher salaries. Promotional opportunities and higher salaries are also being demanded by some women as a result of women's liberation movements and equal opportunity legislation. Unger (1980) reports that the United States Labor Department in its manpower projections predicts that:

> The number of openings in the secretarial field will continue growing rapidly in the 1980's with 295,000 new positions expected each year through 1985. That makes secretarial work the field with the most opportunities among the 299 job classifications which the Bureau surveys. Only by upgrading titles and salaries will U. S. industry begin to fill its need for secretaries (Canadian Secretary, March, 1980, p. 6).

Management is concerned with employees comfort and job satisfaction as a means of increasing worker productivity. Research has been conducted to determine the effect that the office environment will have on worker productivity. Physical features such as lighting; temperature, equipment; furniture, especially chairs; space; decoration and color all have been considered to try to determine the effect each one has on employee productivity in the office (Office Equipment & Methods, May, 1980, pp. 19-20).

In the National Business Education Yearbook, No. 17, in a chapter entited, "Technological Utilization in Business Education", Nemesh summarizes the chapter as follows:

> Educators have begun to recognize the necessity to initiate programs that provide students with an active and realistic view of the world of work that includes social and technological problems. These programs would simulate problem-solving activities conducted in the world of work and society, with the business educator providing the means (the learning enviorment) and the students finding the ends (solutions). As part of the total educational system, business education will be responsible for helping to meet the needs brought about by technological change and progress and the changing meaning of work in our future society. Therefore, these factors will shape business education internally by affecting the curriculum and course content of business education in the future (pp. 178-179).

Summary

The technological advancements and the organizational changes that will be necessary to incorporate the new technology in the business office will have an affect on the content and teaching methodogy of the secretarial programs curricula.

New skills will be needed by secretaries in order that effective use can be made of the technological advancements being put into place in the office of today and the future. Vendors, in-house training programs, and post-secondary institutes will need to provide training opportunities for these new skills to be learned by students and members of the work force.

CHAPTER III

CURRICULUM AND PROGRAM EVALUATION

Introduction

In Chapter II, part two, the literature on curriculum planning and development was reviewed. In that chapter, from the literature that was reviewed, it was determined that the authorities on curriculum theory agree that there are four basic components that comprise a curriculum model--philosophy, objectives, content, and teaching methodologies and evaluation. Some of the authorities, Taba (1962), Wiles and Bondi (1979), and Neagley and Evans (1967), believe that the evaluation of a curriculum model or plan should also be a main component of any curriculum model.

The writers on educational evaluation include program monitoring as one model for educational evaluation. Curriculum and program evaluation as well as program monitoring may be considered as part of the total concept of educational accountability. To gain a better understanding of curriculum and program evaluation, program monitoring, and educational accountability as well as the relationship that each of these terms has to the other, a review of the literature was made and is presented in the following sections.

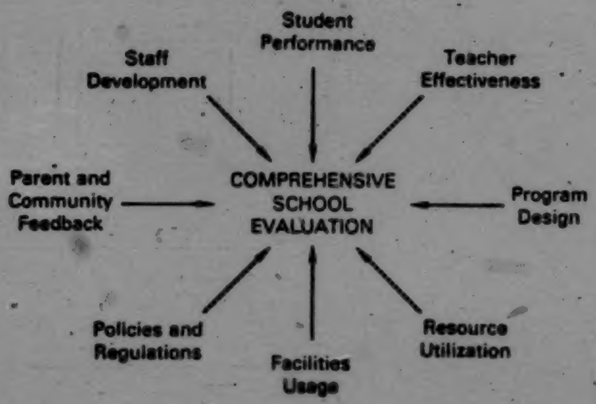
Educational Evaluation

The evaluation of any part of an educational program or an educational institution can be considered "educational evaluation."

Wiles and Bondi (1979) explain that there are many facets of the school program that can be evaluated. "Common targets of the evaluation process are the appraisal of student outcomes, determining the values of the curriculum, and the assessment of administrative and management practices" (p. 176). Regardless of whether the entire program or some segmments of a program are evaluated, the general purpose of educational evaluation is to improve the educational process. The evaluation process may be summative--to make a judgement to discontinue a certain aspect of the educational program--or it may be formative--to attempt to improve the educational process. The evaluation judgment is usually based on some type of evidence such as: educational research which is being used to provide some evidence for making evaluation judgments.

Wiles and Bondi's model shown below gives a comprehensive evaluation program of the school (p. 179)

COMPREHENSIVE SCHOOL EVALUATION

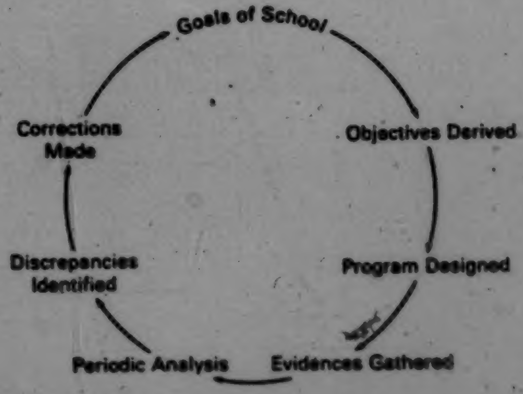

Student Performance
Staff Development
Teacher Effectiveness
Parent and Community Feedback
COMPREHENSIVE SCHOOL EVALUATION
Program Design
Policies and Regulations
Facilities Usage
Resource Utilization

taken from Wiles and Bondi (1979), p. 179.

The purpose of any evaluation process would have to be clearly stated prior to the evaluation taking place. Because the components of a curriculum model are continuously interacting with one another, it must also be recognized that evaluation of any one component of the model would produce a ripple effect on the remaining components of the curriculum model.

Wiles and Bondi go on to explain that regardless of the evaluation process selected to evaluate a curriculum model, it can be thought of as a "problem-identification/problem-solving mechanism" (p. 181).

These authors see the purpose of an evaluation as helping schools to clarify goals, to provide evidence of the attainment of goals or goal discrepancies, and to provide suggestions for correcting these discrepancies. In their paradigm on focusing evaluation which is shown below, they go on to explain this concept of evaluation as a problem solving mechanism (p. 182).


Goals of School
Objectives Derived
Program Designed
Evidences Gathered
Periodic Analysis
Discrepancies Identified
Corrections Made

taken from Wiles and Bondi (1979), (p. 182)

Lewy (1977) gives support to the work on curriculum evaluation offered by Wiles and Bondi when he wrote: "essentially evaluation is concerned with the efficiency of a program as a whole. Thus, the basic concern of evaluation is the success of the entire program including all its components" (p. 23).

Wiles and Bondi (1979) suggest that curriculum specialists will establish evaluation programs and initiate research in order to acquire information needed to make curriculum decisions (p. 179). They suggest for evaluation such areas as: "student performance, staff development patterns, parent-community feedback, policies and regulations, utilization of facilities and resources, design of specific programs, effectiveness of instruction, and administration procedures" (p. 179).

Stakes (1967) in his article, "Toward a Technology for the Evaluation of Educational Programs," defines educational evaluation as "expository: to acquaint the audience with the workings of certain educators and their learners. It reveals perceptions and judgments that different groups and individuals hold" (Tyler, et al., 1967, p. 5). Stake took the position that objective descriptions and personal judgements become an integrated part of curriculum evaluation in order for these efforts to lead to better decision making. On this particular issue Stake wrote the following:

> Curriculum evaluation requires collecting, processing, and interpretation of data pertaining to an educational program. For a complete evaluation, two main kinds of data are collected: (1) objective descriptions of goals, environments, personnel, methods, and content, and outcomes; and (2) personal judgments as to the quality and appropriateness of those goals, environments, etc. The curriculum evaluators has such diverse tasks as weighing the outcomes of a training institute against previously stated objectives, comparing the costs of two courses

> of study, collecting judgements of the social worth of a certain goal, and determining the skill or sophistication needed for students commencing a certain scholastic experience. These evaluation efforts should lead to better decision making: to better development, better selection, and better use of curricula (p. 5). (Italics in origial)

Scriven (1970) in an article, "The Methodology of Evaluation," that appeared in Perspectives of Curriculum Evaluation distinguishes between the role and the goal of evaluation when he writes that "at the methodological level, we may talk of the goals of evaluation; in a particular sociological or pedagogical context we may further distinguish several possible roles of evaluation" (Tyler, et al., 1967, p. 40). According to Scriven the roles of evaluation are usually divided into two categories: summative and formative.

Lewy (1977) states that evaluation is used by the curriculum evaluator to answer a variety of questions. The criteria used by these individuals in evaluating programs are desired outcomes, the processes generated by using or learning the programs, and the fit of the program to a certain standard (pp. 24-25). To explain the collection of these three types of data, Lewy wrote:

> Judgement
> At various stages in the program's development, selected experts from different fields are asked to assess its merits and shortcomings either as a whole or with respect to its various aggregated parts. In addition, sometimes the consumers or would-be consumers of the program, such as students, parents, teachers, or community representatives, are asked to give their opinion of a program.
>
> Process Observation
> One of the most powerful ways to identify the merits or shortcomings of a program is through observation. . . . Thus observation may yield a detailed record about the student's ability to perform complex cognitive and psychomotor skills.

> The student's product most commonly used for evaluation purposes is a set of cognitive or affective responses to a given stimulus. Questions that adequately represent a well-defined domaine of skills are useful for determining whether students have acquired competency in a given task (pp. 26-27). (Italics in original)

Wiles and Bondi (1979) view curriculum evaluation as curriculum development and explain this concept further.

> Curriculum development is the advocating of change, the moving from the present condition to a more desirable one. Such a posture accepts change as a given, and treats curriculum improvement as a dynamic activity. The question is not whether change is desirable, but rather the type of change desired. Thus, curriculum development is seen as a process; a continuum of events (p. 32).

Kelly (1979) also believes that curriculum development should be an evolution rather than a revolution.

> The continuous interactions of all the elements involved in curriculum planning was important and had to be allowed for by the adoption of a model that was at the very least cyclical, resulting in modification of our objectives in the light of the evaluations made, or, preferrably, one that allowed for constant modification of objectives in the light of continuous evaluation (p. 34).

Educational Accountability

An increase in public awareness as to the effectiveness of educational programs has led to what some authors describe as the "accountability movement" in education. This has resulted in attempting to hold those individuals or institutions responsible for the whole or any particular part of the educational system, accountable. However, as Gephart and Mecklenburger (1975) point out in their introduction in the book entitled Accountablity, A State, A Process, or A Product? several questions have to be answered before accountability can be applied to educational programs and to the people involved in teaching or administrating these programs. Some of the questions are: "to whom is accountability directed? what is the object of accountability? how are we to attain accountability? and why are we seeking accountability?" (Thirteenth Phi Delta Kappa Symposium on Educational Research, 1975, p. xii).

The purpose of accountability is an attempt to introduce greater efficiency and increase productivity into the educational system. The rising costs of educational programs has increased the demand for greater productivity, and thus, for accountability.

Gephart (1975) in an article, "Wrap-Up," in Accountability, a State, A Process, or a Product? describes accountability as "a varying state of being for either an institute or an individual, as a process for affecting that state of being or as a product" (p. 59). Accountability emphasizes the need for public awareness of educational activities, the need to negotiate the ends and means, and the need to assess the outcomes.

"Educators are being asked to design and implement systems of operation through which accountability may be accomplished" (p. 59). Gephart further states that "community participation in goal identification and prioritizing is the hallmark of the accountability movement" (p. 60).

Gephart describes accountability from a systems analysis viewpoint as "an accountability subsystem, a part of the overall education system dedicated to determination of goals, the degree to which they are accomplished, and the procedures for decreasing discrepancies among the desired and actual accomplishments" (p. 61). To achieve accountability in education "requires the design and implementation of systems for the generation of information, systems for planning, systems for management and control, and systems for communication" (p. 75).

Striving to achieve accountability will lead to more efficient and effective educational programs (p. 61).

However, while educational accountability can be seen as morally desirable, education is only one part of society, and accountability "cannot occur in education alone; it must occur in government, in recreation, in industry and all facets of society" (p. 67).

Sciara (1972) believes that "accountability is a privilege not a burden" and that accountability can give direction and calls for the best in educators (p. 197). He further believes: "1. accountability aims at what comes out, 2. requires measurement, 3. assumes and shifts responsibility, 4. links teacher-student performance, and 5. permeates the college community, Board of Trustees, president, administrators, and teachers (p. 197)".

Alkin (1975) in his article, "The Design and Implementation of Accountability Systems" in Accountability, A State, A Process, or A Product? defines accountability as:

> *(1) a negotiated relationship, (2) designed to produce increased productivity, (3) in which the participants agree in advance to accept specified rewards and costs, (4) on the basis of evaluation findings on the attainment of specified goals* (Thirteenth Phi Delta Kappa Symposium on Educational Research, 1975, p. 23) (Italics in original)

Alkin described the three types of accountability as goal accountability, program accountability and outcome accountability and constructed, a chart to show the relationship of each type of accountability to the following dimensions: who is accountable, to whom for what, procedures for attaining accountability, and the techniques for assessing accountability. This chart is reproduced on the following page.

Accountability Types

	Who Is Accountable	*To Whom (Primary Responsibility)*	*For What*	*"Procedures" for Attaining Accountability*	*"Techniques" for Assessing Accountability*
Goal Accountability	School Board	Public	Goal and Objective Selection	Needs Assessment (CSE), Delphi, objective writing	*Judge Goals and Objectives* Determine whether the goals are consistent with the desires of constituencies. Determine whether the objectives are consistent with the goals.
Program Accountability	School District Administration	School Board	Development, modification and/or selection of instructional programs appropriate for stated objectives	Literature review, product development technology, simulation, Delphi, formative evaluation. Summative evaluation in order to establish performance standards for the programs	*Judge Programs* Compare outcomes in order to determine whether extent of achievement is satisfactory relative to objectives.
Outcome Accountability	Instructional Manager (i.e. Teacher)	School District Administration	Producing program outcomes consistent with pre-selected objectives at a performance standard appropriate for the instructional program	Instructional management skills PERT, CPM, interpersonal communication skills, knowledge of subject matter	*Judge Program Outcomes* Compare student outcomes to performance standards

taken from Thirteenth Phi Delta Kappa Symposium on Educational Research, (1975), p. 27.

Johnson and Grafsky (1973) describe an accountability plan as a gradual evolutionary process that achieves the ability to demonstrate cost effectiveness (pp. 3-8) They explain the aims of a proposed accountability system for a class, a school or college, or a school system as follows:

> 1. Focus the attention of counselors, teachers, and administrators on helping each student choose courses which interest him and which are appropriate for him, and then focus all educators' attention on helping each student to progress toward completing the objectives of each course in which he is enrolled.
>
> 2. Focus the attention of teachers and administrators on increasing the efficiency of the educational process (more output for fewer dollars) without losing sight of the philosophy, goals, and objectives of the institution.
>
> 3. Involve every professional person in the educational enterprize in objective setting for his own share of the output and in reporting on how these objectives were accomplished.
>
> 4. Establish institutional objectives as the sum total of the individual objectives of each professional person.
>
> 5. Focus attention of the public and educators on the instructional output of a school rather than on factors of input, such as pupil-teacher ratio and cost per average daily attendance.
>
> 6. Provide useful data to help make management decisions regarding the best teaching strategy to use and the best administrative decisions to make regarding utilization of scarce resources.
>
> 7. Allow for the setting of measurable objectives for functions of the educational enterprise other than student instruction; i.e., community service for which an adminstrator is responsbile.
>
> 8. Make it possible to allow for differences in input factors so that the teacher in a relatively difficult teaching situation can have these difficulties recognized and compensated for in terms of output expectations.

9. Provide appropriate output data which is sufficiently objective to promote credibility even though it is partially based on the best judgment of educators and on the report of an independent educational auditor.

10. Encourage the teacher and administrator to cooperatively plan the utilization of a variety of teaching strategies and to evaluate each stategy so that those that help each student accomplish the greatest number of objectives can be utilized.

11. Put an estimated price tag on the reduction of significant constraints and permit schools to thereby justify their requests for additional funds in order to assist more students to meet more objectives.

12. Help the teacher build usable data on the qualifications students need in order to succeed in each course and encourage the establishment of realistic prerequisites.

13. Build a data bank of information about successful and unsuccessful teaching strategies tried under differing conditions. This information can be used to reduce the chances of repeating the same unsuccessful teaching strategies.

14. Coordinate with and supplement the faculty evaluation procedure.

15. Add to the job satisfaction of professional employees by establishing appropriate objectives for their work and then to accomplish these objectives with deserved recognition for a job well done (pp. 7-8).

These authors explain the main components of an accountability system as input and output factors. They state that a system of accountability needs first the establishment of a statement of philosophy, goals, and objectives. Course objectives must be verified and measurable if course objectives are to be used as the "prime basis for the measurable output for a system of accountability" (p. 3). They describe verified objectives as "course objectives which have been approved by an advisory committee, a group of teachers of the same subject, or by a recognized authority" (p. 3). They also recognize the need to have well identified students, i.e. the student's previous achievements, and an understanding of the student's learning strengths (pp. 4-5). Obstacles to the learning process--"factors known about the school, course, group of students; and the community which are likely to be obstacles to the learning process" have to be taken into consideration when measuring the outputs (p. 5).

They describe the input factors as: "number of students enrolled, number of students being taught by each teacher, cost per average daily attendance per year" (p. 30). When describing what should be measured as output factors, these authors wrote: "Half the output measures are based on what the teacher states the student must learn to complete the course"--measurable objectives, minimum standards (p. 31). The other half of the output measurement is related to statistical analysis of how many students completed the course, the number who secured employment in the same or related field of study as the course, and follow-up studies to the employers relating to performance on the job (p. 31). These authors advise to "select output measures which are as precise and as defensible as practical taking into consideration available time, money, and faculty and staff goodwill which can be invested in developing an accountability system" (p. 35). These authors support Gephart's description of accountability when they write that the basic purpose of accountability "is to provide the teachers, administrators, and trustees with data which they can use to determine how correct their past decisions were and what their future decisions should be regarding these educational programs" (p. 35).

Stufflebeam in an article, "The Relevance of the CIPP Evaluation Model for Educational Accountability," defines evaluation as:

> First, evaluation is a systematic, continuing process; second, the evaluation process includes three basic steps: the delineating of questions to be answered and information to be obtained, the obtaining of relevant information, and the providing of information to decision makers for their use to make decisions and thereby to improve ongoing programs; and, third, evaluation serves decision making (Journal of Research and Development in Education, 5, 1, 1971, p. 19).

He goes on to define accountability as "the ability to account for past actions in relationship to the decisions which precipitated the actions, the wisdon of those decisions, the extent to which they were adequately and efficiently implemented, and the value of their effects" (p. 20).

He combines the CIPP Model in the following diagram to show that accountability can be achieved by the use of the CIPP Evaluation Model

	EVALUATION TYPES			
USES	CONTEXT	INPUT	PROCESS	PRODUCT
DECISION MAKING	Objectives	Solution Strategy Procedural design	Implementation	Termination, continuation, modification, or installation
ACCOUNTABILITY	Record of objectives & bases for their choice	Record of chosen strategy and design and reasons for their choice	Record of actual process	Record of attainments and recycling decisions

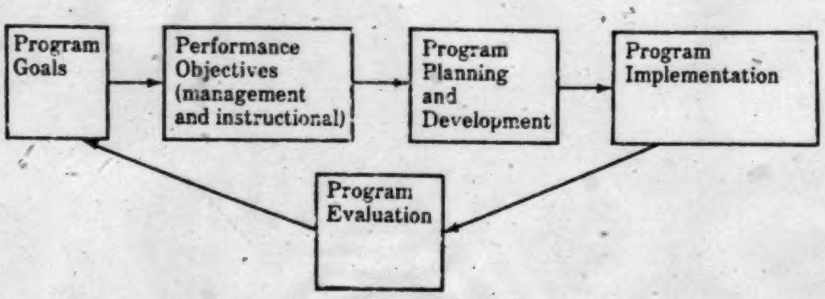
Taken from "The Relevance of the CIPP Evaluation Model for Educational Accountability" (p. 21).

Stufflebeam states that both internal evaluation which provides basic data for accountability and external evaluation which attest to the adequacy of the internal evaluation data are needed in an accountability model (p. 23).

Pino (1975) in his article, "An Operational Accountability Model," agrees with Gephart when he defines accountability as:

> A partnership in stewardship of interested parties, the purpose of which is to provide a systematic means to assure expected ends.
>
> In line with the above, the management of the system was charged with the responsibility of developing the capability of:
>
> *Accounting for past action* in relation to the goals from which the program components evolved;
>
> *Evaluating the wisdom* of those decisions and the value of the energy expended; and
>
> *Determining the extent to which the program goals were actually, adequately, and efficiently implemented* (Thirteenth Phi Delta Kappa Symposium on Educational Research, 1975, pp. 11,12). (Italics in original)

Pino shows accountability as part of the total system in his model shown below:


Program Goals
Performance Objectives (management and instructional)
Program Planning and Development
Program Implementation
Program Evaluation

taken from Thirteen Phi Delta Kappa Symposium on Educational Research, (1975), p. 15.

Programs Initiated to Achieve Accountability

As educators have become more aware of the concerns over educational accountability, new teaching methodologies and new programs have been created in an attempt to be more accountable for educational decisions.

Wiles and Bondi (1979) state that: "Compentency-based education is a product of the accountability movement" (p. 290). They believe that "the accountability movement of the late 1970's has resulted in a number of state legislatures passing laws establishing minimum competency requirements for promotion or graduation" (p. 237). The terms "coping skills," "survival skills," and "adult literacy," are finding a place in laws and in the literature (p. 237).

Competency-based educational programs have received acceptance into many schools and colleges and especially into vocational educational programs.

Spady (1978) in his article, "The Competency Crisis and the High School Diploma," reports that: "through April, 1978, at least thirty-three states had adopted some kind of policy or legislative action requiring that students do more than pass a sufficient number of courses as a condition for receiving a diploma" (New Directions for Education and Work, 1978, p. 35).

Wiles and Bondi (1979) report that school accreditation visits at regular intervals of five to ten years are used to assess schools according to a set of standards. School surveys are being used to evaluate specific areas within a program (p. 180).

Not only are programs or parts of programs being evaluated, but also entire institutes are being evaluated. Konrad (1979) in his article, "Institutional Renewal" defines the concept of institutional renewal as follows:

> Institutional renewal is defined as a process whereby an institution ascertains its current, condition, identifies the discrepancies between what is and what ought to be, and directs its activities towards the achievement of its desired state. . . . Institutional renewal is an on going process consistent with the notion of planned change (Journal of Canadian Community Colleges, 3, 3, 1979, p. 3). (Italics in original)

Program Monitoring

Monitoring is one system or procedure for evaluating educational programs and, therefore, a system to achieve educational accountability.

The authors who write about the need for monitoring are more concerned with the idea of an on-going type of evaluation process, rather than a one-time evaluation procedure. In monitoring there is a change over time, an evolution rather than a revolution. It is a mechanism for showing how the program has evolved and for showing how the program plans to evolve over a given period of time.

Kelly (1979) describes monitoring as a means of achieving accountability. Monitoring is taking the responsibility for determining the efficiency and effectiveness of educational change (p. 104).

"Program Monitoring in Higher Education," is the title of an article written by Fincher (1978) who points out that the emphasis today is on monitoring program effectiveness and its potential for meeting and serving client needs (New Directions for Program Evaluation, 3, 1978, p. 65).

Fincher believes that "it is expected that some continuing mechanism will result whereby the process will not begin anew the next time accreditation comes around. In reality, unfortunately, it seldom happens that way" (p. 65).

In the area of curriculum monitoring, he writes:

> Conflicting course objectives and great variation in subject-matter content in classes, courses, and programs, are also subjects of criticism, but it is a rare faculty that does not show great reluctance or inertia in matters of curricula reform (p. 67).

The authors on monitoring are supporting the procedures and beliefs of the authors who wrote on accountability: Gephart (1975), Sciara (1972), and Pino (1975). The additional idea that the authors on monitoring add to the ideas of accountability is the time factor or the scheduling of a continuous evaluation process. A monitoring model is a model for implementing a continuous evaluation system. A monitoring model could be applied to a total educational institute, a program, or any part of a program.

Summary

The authors on educational evaluation or educational accountability approach the subject from different points of view. However, there is agreement that there is a need for planned and managed change in educational programs and in educational institutions.

The changes that will and must take place in a program curricula must be researched, planned, managed, and evaluated. A program or a mechanism for this type of complete program curricula evaluation needs to be a continuous, on-going process. This type of program would be a monitoring model.

A monitoring or an evaluation model for a total educational program or any part of that program is seen by the authorities as a process. A monitoring or an evaluation model is a process used to solve problems or to make educational decisions.

The main components of a monitoring or an evaluation model are:

PURPOSE SELECTION - the identification of what needs to be evaluated, for what purpose, how the evaluation will be conducted, and an assessment of what value this evaluation will have.

INPUT - the determination of the evidence or data that will be collected through the monitoring process.

PROCESS - the organization and analysis of the data--both objective and subjective assessment of the data.

OUTPUT - the determination and recording of decisions that were implemented because of the monitoring process.

In a monitoring model these components are cyclical. The record of the decisions (Output) becomes a part of the purpose or input of the next evaluation cycle.

The purpose of a curricula monitoring model would be to improve educational accountability. This would be achieved by providing an effective and efficient educational program.

CHAPTER IV

ANALYSIS OF DATA COLLECTED WITH THE RESEARCH INSTRUMENT

Introduction

This research involved the following major phases or steps: First, a historical review was made of the introduction and the evolution of business education programs, particularly secretarial training in the secondary schools and post-secondary institutes, including both private and public institutions in Alberta. This review was completed in order for the researcher to gain a better understanding of the institutes which were included in this study, and to gain insight into the educational philosophy which was influential in establishing the different types of institutes as they existed at the time of the study.

Second, a review of the literature on curriculum planning, curriculum development and curriculum model building was undertaken to determine what the authorities believe to be the major components of a curriculum model and the factors which influence each of the components of the model.

Third, a review was made of current literature and periodicals in business and in business education to determine what influence the recent technological and organizational changes in an office environment has had on the office and how these changes might influence the secretarial curricula of post-secondary, non-university institutes.

Fourth, the literature on educational evaluation by leading authorities was reviewed to determine the components of the evaluation models that these writers believe should be used to evaluate a curriculum and which had implications for this study. Also reviewed were the writings of leading authorities who have written on the topic of educational accountability and program monitoring.

Organization of Research Data

The research instrument for this study was a questionnaire which was divided into three sections. The first part of the questionnaire was used to collect data on the individual respondents. The second part of the questionnaire determined the profile of the institute and the student clientele where respondents taught. The third part of the questionnaire was used to identify program objectives, program content, program evaluation and curriculum development in the future.

The research data will be presented in the order in which it was secured on the research instrument from the 89 completed and usable questionnaires that were returned by participants. Data in these tables will not be placed in rank order which is the normal procedure used for reporting the findings of educational research. The data from these instruments will be presented in tabular form for ease of presentation and analysis. The total percentages in some of the tables do not add up to exactly one hundred percent because the numbers have been rounded off to one decimal point.

Part A - Respondent's Profile

To collect the data that would establish the profile of the respondents, Part A of the questionnaire contained 13 questions which would determine information about the respondent with regard to the position held and the institute where the respondents worked at the time of the study, personal information as to age and sex, the educational background, the work and teaching experience and professional development of each individual.

The data in Table 1 show either the teaching or the administrative position that was held by those involved in the research. These data show that 61 out of 89 (67.4%) of those included in this research held the position of full-time instructor in the institute where they worked.

Of the 89 participants only 12 (13.5%) indicated that they held a full-time administrative position.

Table 1

Instructional or Administrative Position Held by Respondents

N=89

Type of Position	Respondents No.	Respondents Percent
Full-time Instructor	60	67.4
Part-time Instructor	5	5.6
Full-time Administrator	12	13.5
Part-time Administrator/Part-time Instructor	12	13.5
Total	89	100.0

Data in Table 2 show the sex of the respondents in this study. The majority, 65 (74.7%) of the respondents were female. Two participants failed to check their sex on the research questionnaire.

TABLE 2

Sex of Those Who Participated in the Study

N=87

Sex	Respondents No.	Respondents Percent
Female	65	74.7
Male	22	25.3
Total	87	100.0

Note: This number is less than 89 because 2 participants elected not to furnish this datum.

Respondents were asked on question number three to check their age category for their age when they completed the instrument. In Table 3 are data which shows the age of those who participated in the study. Data in this table show that the majority (62.9%) of the participants were between 30 to 50 years of age. Of this majority 39 (43.8%) of the teachers and administrators of secretarial programs were between 30 to 40 years of age. Seventeen or 19.1% indicated that their age was between 41 and 50 years of age. These data show that the majority of respondents could be classified as entering the midpoint of their "teaching careers." There were 27% of the respondents who were over the age of 51 years.

TABLE 3

Age of Respondents at the Time of This Study

N=89

Age of Respondents	Respondents No.	Respondents Percent
Below 30 years of age	9	10.1
30 to 40 years of age	39	43.8
41 to 50 years of age	17	19.1
51 to 60 years of age	20	22.5
61 to 65 years of age	4	4.5
Total	89	100.0

Data collected from question number four of the research instrument was used to assemble Table 4. Data in this table show in which institute participants were employed. These data show that 51 of the participants were employed in the ten colleges in the province, 22 out of 89 or 24.7% of the research population were employed in the four Alberta Vocational Centers, and 16 participants were employed as instructors or administrators of secretarial programs at the Northern Alberta Institute of Technology (11) and the Southern Alberta Institute of Technology (5).

Table 4 is shown on the next page.

TABLE 4
Institutes Where Respondents Were Employed

N=89

Name of Institute	Respondents No.	Respondents Percent
Alberta Vocational Center - Calgary	3	3.4
Alberta Vocational Center - Edmonton	15	16.9
Alberta Vocational Center - Grouard	2	2.2
Alberta Vocational Center - Lac La Biche	2	2.2
Fairview College	1	1.1
Grande Prairie Regional College	5	5.6
Grant MacEwan Community College	6	6.7
Keyano College	7	7.9
Lakeland College	8	9.0
Lethbridge College	6	6.7
Medicine Hat	2	2.2
Mount Royal College	5	5.6
Olds College	5	5.6
Red Deer College	6	6.7
Northern Alberta Institute of Technology	11	12.4
Southern Alberta Institute of Technology	5	5.6
Total	89	99.8

Question five of the research instrument asked the respondents to indicate their educational background by identifing where they had secured their secretarial training. This questions was asked to determine where instructors and administrators secured their training prior to teaching secretarial programs in a post-secondary non-university setting. Data in Table 5 illustrate that 23 or 26.4% of the 87 respondents who completed this question received their secretarial training in a university environment. These data also show that 15 of the respondents indicated that they had no formal education in secretarial training prior to teaching secretarial programs in the institutes where they taught.

This table is shown on the next page.

TABLE 5

High School or Post-Secondary Secretarial Training Background of Respondents

N=87

Type of Secretarial Training	Respondents No.	Respondents Percent
High School Secretarial Business Education Program	4	4.6
One-year Post-secondary Secretarial Business Education	10	11.5
Two-year Post-secondary Secretarial Business Education	9	10.3
Private Business Education College	17	19.5
Secretarial Business Education Major at university	23	26.4
Secretarial Business Education Minor at university	5	5.7
No formal secretarial business educational training	15	17.2
Other	4	4.6
Total	87	99.8

Note: This number is less than 89 because 2 participants elected not to furnish this datum.

Table 6 includes data that show the type of university degree held by those who completed question number six on the research questionnaire. Data in this table show the variety of university degrees held by those involved in the study. These data show that of the 75 individuals who supplied this datum 15 or 20.0% hold a baccalaureate in education. These data also show that the majority of instructors who teach secretarial programs in the participating institutes held some type of university baccalaureate degree. It is interesting to note that 14 or 18.7% of the research population hold an advanced degree above the Bachelors degree.

Table 6 is shown on the next page.

TABLE 6

Type of University Degree Held by Respondents

N=75

Degree	Respondents No.	Respondents Percent
B. A.	2	2.7
B. Ed.	15	20.0
B. Com.	2	2.7
B. Ed.(Bus. Ed. Major)	9	12.0
B. A. plus B. Ed.	12	16.0
B. Ed. or B. Comm plus Diploma or one year towards Masters	6	8.0
M. Ed.	10	13.3
D. Ed.	2	2.7
Ph. D.	2	2.7
Other	15	20.0
Total	75	100.1

Note: This number is less than 89 because 14 participants elected not to furnish this datum.

Under work experience two questions were included to identify the amount of secretarial work experience the respondents had and to determine the recency of that work experience.

In Table 7 are data which show the number of years of work experience that the respondents had in a secretarial work situation prior to becoming instructors or administrators. These data show that the greatest number of respondents, 20/77 or 26% had two years or less of experience as a secretary. The majority, 45/77 or 58.5%, had between 3 to 15 years of experience in an office setting working as a secretary.

TABLE 7

Secretarial Work Experience of the Respondents

N=77

Years of Experience	Respondents No.	Respondents Percent
0 - 2 years	20	26.0
3 - 5 years	19	24.7
6 - 10 years	15	19.5
11 - 15 years	11	14.3
16 - 20 years	7	9.1
over 20 years	5	6.5
Total	77	100.1

Note: This number is less than 89 because 12 participants elected not to furnish this datum.

In Table 8 are data which show the recency of the secretarial work experience that respondents had prior to entering employment as either an instructor or an administrator in a secretarial program. Thirty-one of the 75 respondents indicated that they terminated their work experience in an office more than nine years prior to them becoming an instructor or an administrator in an educational institution. These data also show 17/75 or 22.5% of the research population had left businesses anywhere from three to five years before they changed their career pattern and elected to become employed as an instructor or administrator at one of the participating institutes. In the research population there were 15 participants who had work experience in an office in the past two years. This latter group represented 20.0% of the 75 respondents who elected to furnish these data.

Table 8 is shown on the next page.

TABLE 8

Recency of Respondents' Secretarial Work Experience

N=75

Recency of Work Experience	Respondents No.	Percent
0 - 2 years ago	15	20.0
3 - 5 years ago	17	22.7
6 - 8 years ago	12	16.0
9 - 11 years ago	6	8.0
12 - 14 years ago	6	8.0
15 - 18 years ago	11	14.7
19 - 21 years ago	3	4.0
over 22 years ago	5	6.7
Total	75	100.1

Note: This number is less than 89 because 14 participants elected not to furnish this datum.

Question eight on the research questionnaire was used to determine the teaching experience of those who made up the research population. This question was a two part question. Part one was used to determine the teaching experience that the respondent had in the institute where that individual was employed at the time of the study. Part two of question eight was used to determine the total number of years of teaching experience that the respondent had since leaving business or university to become an instructor.

The data collected with these two questions are shown in Tables 9 and 10 respectively.

Data in Table 9 show that only 9/87 or 10.3% of the research population had less than one year teaching experience in the institute in which they were employed when the study was conducted. The majority of the respondents, 55/87 or 63.1%, indicated they had been teaching in an post-secondary non-university institute for one to nine years; while 23 or 26.4% had been teaching in the institute in which they were employed at the time of the study for over ten years.

Table 9 is shown on the next page.

TABLE 9

Teaching Experience in Institute Where Respondents Were Employed

N=87

Years of Teaching Experience	Respondents No.	Respondents Percent
25 or more years	2	2.3
20 to 24 years	0	0.0
15 to 18 years	12	13.8
10 to 14 years	9	10.3
6 to 9 years	21	24.1
3 to 5 years	19	21.8
1 to 2 years	15	17.2
less than one year	9	10.3
Total	87	99.8

Note: This number is less than 89 because 2 participants elected not to furnish this datum.

Data in Table 10 is closely related to data in Table 9 because data in each table had to deal with teaching experience of respondents. In table 10 are data which show the total number of years of teaching experience of the respondents. These data show that 81.8% of the respondents who supplied this information to this question had over six years teaching experience.

TABLE 10

Total number of Years of Respondents' Teaching Experience

N=88

Total Years of Teaching Experience	Respondents No.	Respondents Percent
25 or more years	8	9.1
20 to 24 years	4	4.5
15 to 18 years	20	22.7
10 to 14 years	19	21.6
6 to 9 years	21	23.9
3 to 5 years	9	10.2
1 to 2 years	3	3.4
less than one year	4	4.5
Total	88	99.9

Note: This number is less than 89 because 1 participant elected not to furnish this datum.

Question nine on the research instrument was phrased so that it would determine the number of curriculum courses that each respondent had taken at university. These data is shown in Table 11.

Data in Table 11 show that 10 participants of the 56 respondents who answered this question indicated that they had taken more than 10 curriculum courses at university. The greatest number, 30 or 34.9%, have not taken any curriculum courses at university.

The researcher questioned whether or not there may have been some confusion over the interpretation that participants gave to the term "curriculum course" that appeared on the research questionnaire as the possible reason that 10 participants indicated that they had taken 10 or more university curriculum courses. These individuals may have confused the term "Curriculum and Instruction" (C & I courses) with "Curriculum Course" per se.

TABLE 11

Number of Curriculum Courses Taken by Respondents

N=86

Number of Courses	Respondents No.	Percent
over 10 courses	10	11.6
6 to 9 courses	2	2.3
3 to 5 courses	15	17.4
1 to 2 courses	29	33.7
none	30	34.9
Total	86	99.9

Note: This number is less than 89 because 3 of the participants elected not to furnish this datum.

Question ten of the research instrument was a two part question. The first part of the question was used to determine the involvement respondents had in professional organizations. The second part of this question was used to determine if respondents attend workshops or conferences to up grade and up date their backgrounds.

Data from the first part of this question were used to organize Table 12. These data illustrate that 57 of the 89 respondents held membership in the Alberta Business Education Association, an organization established for post-secondary business education instructors, but open to business educators at all levels of education as well as interested business people. This organization was established because there was not a full membership status allowed in the Business Education Council - Alberta Teachers' Association to any business educator that did not have a Alberta Teaching Certificate.

These data show that only 4/89 or 4.5% of the respondents belong to the National Secretaries Association. These data can also be interpreted to mean that many instructors who teach secretarial programs are not involved with professional organizations at the national and international level only at the provincial level.

Table 12 is shown on the next page.

TABLE 12

Memberships Held by Respondents in Professional Associations

N=89

Association	Member	Percent	Non-member	Percent
Alberta Business Educators Association	57	64.0	32	36.0
Business Education Council A.T.A.	31	34.8	58	65.2
National Secretaries Assoc.	4	4.5	85	95.5
National Business Education Association	18	20.2	71	79.8
Canadian Association of Business Education Teachers	11	12.4	78	87.6
Chamber of Commerce	8	9.0	81	91.0
Phi Delta Kappa	7	7.9	82	92.1
Other Organizations	24	26.9	65	73.0

The second part of question 10 required that the respondent check either "yes" or "no" to the question: "Have you attended a workshop or conference on business education in the past two years?"

In Table 13 is an analysis of these data which indicate that 72 of the 89 respondents or 80.9% checked "yes" they had attended a workshop/conference within the past two years to up-grade their background.

TABLE 13

Respondents Who Have Attended a Workshop/Conference in the Last Two Years

N=89

Positive/Negative Response	Respondents No.	Respondents Percent
Yes	72	80.9
No	17	19.1
Total	89	100.0

PART B - INSTITUTE AND STUDENT CLIENTELE PROFILE

Part B of the research instrument contained six questions that requested information about the institute and student population of the institutes where the respondents were employed. The questions in this part of the instrument asked for information about student enrollment in the secretarial program in participating institutes, the entrance requirements of students that enrol in the secretarial programs, the length in weeks and the organizational format for the academic year in the institute where respondents taught, what grading system was used in each of the respondent's program, and what program specializations or advanced programs were available to the students.

The data in Table 4 of the previous section show that the research population was made of three types of institutes: Alberta Vocational Centers (4), Colleges (10) and Institutes of Technology (2). Data in this table also show the number of respondents in each institute and the percentage of the total population from that institute who were involved in the research. In this table these data show that 51 respondents were from the ten colleges, 22 were from the four Alberta Vocational Centers and 16 were from the Institutes of Technology. The information from this table will be used in subsequent tables in the next two sections to cross tabulate other research data with the institute group shown in Table 14.

Table 14 is shown on the next page.

TABLE 14

Number of Respondents From Each Group of Institutes Within Research Population

N=89

Type of Institute	Respondents No.	%
Alberta Vocational Centers (4)	22	24.7
Colleges (10)	51	57.3
Institutes of Technology (2)	16	18.0
Total	89	100.0

The first question under Part B of the research instrument requested information to determine the size of the student enrollment in the secretarial program in the institute where the respondent was employed. In Table 15 these data are shown.

These data show a considerable variation of student enrollments for the 82 research participants who supplied data to this particular question. Student enrollment for the secretarial program varied in the three institute groups from over 150 students to, from 1 to 24 students. Fifteen respondents indicated that the student enrollment for the secretarial program at the institute where they worked was from 25 to 49 students. Similarly another 15 of the 82 respondents, 18.3%, stated that the student enrollment at their institution was over 150 students.

Table 15 is shown on the next page.

TABLE 15

Student Enrollment in Secretarial Program
Where Respondents Were Employed

N=82

Student Enrollment	Respondents No.	Respondents Percent
over 150	15	18.3
125 - 149	11	13.4
100 - 124	13	15.9
75 - 99	8	9.8
50 - 74	6	7.3
25 - 49	15	18.3
1 - 24	14	17.1
Total	82	100.1

Note: This number is less than 89 because 7 participants elected not to furnish this datum.

Question two, Part B, of the research instrument was used to determine the student entrance requirements for admission to the secretarial program in the institutes where the respondents worked. These data are shown in Table 16.

Data in this table show that of the 85 respondents involved in the research 31 indicated that for an applicant to be admitted to their program that applicant had to meet any one of these entrance requirements: 18 years of age or have adult status or have a diploma from high school.

TABLE 16

Perceptions of Respondents to Admission Requirements for Secretarial Programs in Institutes Where They Were Employed

N=85

Entrance Requirement	No.	Percent
Completed Grade 10	7	8.2
Completed Grade 11	8	9.4
17 years of age plus one year out of school	1	1.2
18 years of age or adult status or High School Diploma	31	36.5
High School Diploma	13	15.3
High School Diploma plus successful completion of entrance tests	3	3.5
High School Diploma with minimum grades in specific subjects	11	12.9
Other	11	12.9
Total	85	99.9

Note: This number is less than 89 because 4 participants elected not to furnish this datum.

Data in Table 16 were cross tabulated with the three institutional groups that were listed as data in Table 14. These data are shown in Table 16A. These data show that the four Alberta Vocational Centers had a variety of entrance requirements for applicants who wished to enter into their program. While participants from the colleges, 27/49 or 55.1% indicated that the admission requirement for their program was "18 years of age or adult status or high school diploma." It is evident from these data in Table 16A that the institutes of technology had the most rigorous admission requirements for applicants to be admitted to the secretarial program in their institute.

Table 16A is shown on the next page.

TABLE 16A

Perceptions of Respondents to Admission Requirements for Secretarial Programs in Institutes Where They Were Employed

By Institute Groups

N=85

Entrance Requirements	AVC		Colleges		Institutes		Total	
	No.	%	No.	%	No.	%	No.	%
Completed Grade 10	5	5.9	2	2.4	0	0	7	8.2
Completed Grade 11	6	7.1	2	2.4	0	0	8	9.4
17 years of age plus one year out of school	0	0	1	1.2	0	0	1	1.2
18 years of age or adult status or High School Diploma	4	4.7	27	31.8	0	0	31	36.5
High School Diploma	0	0	5	5.9	8	9.4	13	15.3
High School Diploma plus successful completion of entrance tests	1	1.2	2	2.4	0	0	3	3.5
High School Diploma with minimum grades in specific subjects	0	0	6	7.1	5	5.9	11	12.9
Other	7	8.2	4	4.7	0	0	11	12.9
Total	23	27.1	49	57.6	13	15.3	85	99.9

INSTITUTE GROUP (spanning header over AVC, Colleges, Institutes, Total)

Note: This number is less than 89 because 4 participants elected not to furnish this datum.

Question three, Part B, of the research instrument was a two-part question. Part one of the question was used to determine the number of weeks that comprised the academic year in the institutes where the respondents worked. The second part of the question was used to determine the organizational structure of the academic year in the institutes in which the respondents were employed. These data show that the majority of the respondents teach or administer in a program that is 35 weeks or longer.

TABLE 17

Academic Year in Weeks for One-Year Secretarial Programs in Institutes Where Respondents Were Employed

N=83

Number of weeks	Respondents	
	No.	Percent
over 40 weeks	6	7.2
38 - 40 weeks	27	32.5
35 - 37 weeks	14	16.9
32 - 34 weeks	24	28.9
29 - 31 weeks	4	4.8
26 - 28 weeks	8	9.6
Total	83	99.9

Note: This number is less than 89 because 6 participants elected not to furnish this datum.

Data in Table 17 were cross tabulated with data from Table 14, Institute Groups, to design Table 17A. These combined data are shown in Table 17A. These data show that the academic year for the one-year secretarial program, at the institutes of technology vary from 35 to 40 weeks while the academic year for the similar program at the colleges varies from 26 to 40 weeks. The greatest number of the respondents in the college, 22/83 or 26.5%, teach in a program of 32 to 34 weeks duration.

TABLE 17A

Academic Year in Weeks for One-Year Secretarial Programs
in Institutes Where Respondents Were Employed

By Institute Groups

N=83

	INSTITUTE GROUP							
Number of Weeks	AVC		Colleges		Institutes		Total	
	No.	%	No.	%	No.	%	No.	%
over 40 weeks	3	3.6	1	1.2	2	2.4	6	7.2
38 - 40 weeks	14	16.9	11	13.3	2	2.4	27	32.6
35 - 37 weeks	2	2.4	3	3.6	9	10.8	14	16.8
32 - 34 weeks	2	2.4	22	26.5	0	0	24	28.9
29 - 31 weeks	0	0	4	4.8	0	0	4	4.8
26 to 28 weeks	1	1.2	7	8.4	0	0	8	9.6
Total	22	26.5	48	57.8	13	15.6	83	99.9

Note: This number is less than 89 because 6 participants elected not to furnish this datum.

The second part of question three was used to determine how the academic year for the secretarial programs in the institutes where the respondents were employed was organized. In Table 18 are data which show that the greatest number of respondents, 42/87 or 48.3%, teach in an institute which was organized on a semester basis with two semesters comprising the academic year.

TABLE 18

Organization of Academic Year for One-Year Secretarial Program in Institute Where Respondents Were Employed

N=87

Type of Academic Year	Respondents No.	Respondents Percent
one continuous period of time	17	19.5
two semesters	42	48.3
three semesters or quarters	17	19.5
four semesters or quarters	3	3.4
other	8	9.2
Total	87	99.9

Note: This number is less than 89 because 2 participants elected not to furnish this datum.

The data in Table 18 were cross tabulated with the data from Table 14, Institute Groups, to determine organizational difference among these institute types involved in the research. These combined data are shown in Table 18A. From these data it can be determined that there was a wide range of organizational structures of the academic year used in the A.V.C.'s and the colleges; however, the academic year in the institutes of technology was more rigidly structured because 13 of the 14 participants from these institutes indicated that their academic year was organized into three or four semesters or quarters.

TABLE 18A

Organization of Academic Year for One-Year Secretarial Program in Institute Where Respondents Were Employed

By Institute Groups

N=87

Type of Academic Year	AVC No.	AVC %	Colleges No.	Colleges %	Institutes No.	Institutes %	Total No.	Total %
one continuous period of time	15	17.2	2	2.3	0	0	17	19.5
two semesters	3	3.4	39	44.8	0	0	42	48.2
three semesters or quarters	2	2.3	4	4.6	11	12.6	17	19.5
four semesters or quarters	0	0	1	1.1	2	2.3	3	3.4
other	3	3.4	4	4.6	1	1.1	8	9.1
Total	23	26.3	50	57.4	14	16.0	87	99.7

Note: This number is less than 89 because 2 participants elected not to furnish this datum.

Question four, Part B, of the research questionnaire was used to determine the grading system used to evaluate student performance by the respondents. These data are shown in Table 19. These data show that over 6 different grading systems were used to evaluate student performance in the secretarial programs in the post-secondary non-university institutes involved in this research. The largest number of the respondents in this study, 21/84 or 25.0%, used the 0 to 4 system of grading, and the next highest group, 18/84 or 21.4%, stated that they used the A, B, C, D, & F letter system of grading.

TABLE 19

Grading System Used in Secretarial Programs
in Institutes Where Respondents Were Employed

N=84

Grading System	Respondents No.	Respondents Percent
percentile	12	14.3
stanine (0-9)	11	13.1
0 to 4	21	25.0
pass, honors, incomplete	15	17.9
A, B, C, D, & F	18	21.4
Other	7	8.3
Total	84	100.0

Note: This number is less than 89 because 5 participants elected not to furnish this datum.

The data in Table 19 were cross tabulated with data from Table 14, Institute Groups, to determine if the different grading systems that were identified in the research were used more often in any one institution than in another. These combined data are shown in Table 19A. Data in this table show the grading system most commonly used by respondents in the A.V.C.'s was the percentile grading system. The most commonly used grading system by respondents from the colleges was the 0 to 4 system of grading, while the majority of respondents who teach the secretarial program at the institutes of technology use the pass, honors, and incomplete system of grading.

TABLE 19A
Grading System Used in Secretarial Programs
in Institute Where Respondents Were Employed

By Institute Groups

N=84

	INSTITUTE GROUP							
	AVC		Colleges		Institutes		Total	
Grading Systemm	No.	%	No.	%	No.	%	No.	%
percentile	11	13.1	1	1.2	0	0	12	14.3
stanine (0-9)	1	1.2	10	11.9	0	0	11	13.1
0 to 4	0	0	20	23.8	1	1.2	21	25.0
pass, honors, incomplete	5	6.0	0	0	10	11.9	15	17.9
A, B, C, D, & F	3	3.6	15	17.9	0	0	18	21.5
Others	3	3.6	2	2.4	2	2.4	7	8.4
Total	23	27.5	48	57.2	13	15.5	84	100.2

Note: This number is less than 89 because 5 participants elected not to furnish this datum.

A supplementary question under question number four, "In the above grading system, what minimum grade is considered a pass?" was also asked.

An examination of the answers to this question showed that there were inconsistencies in what is regarded in participating institutes as a passing grade in the various grading systems reported.

Under percentile, 70% was recorded most often as a passing grade, but also 60% and 80% were reported as a passing grade. Many respondents indicated that in their institute a different percent was considered a pass for different subjects that comprised the secretarial program.

Under the nine point (stanine) system of grading, a grade of 4 was reported most often as the passing grade, but 3 was also recorded as a grade that would permit the student to obtain credit for the subject but would not permit the student to advance to the next level in that paricular subject.

A grade of 1 or 2 was reported as the passing grade under the four point system of grading, while under the A, B, C, D, and F grading system a C or a D was considered a passing grade in some institutes.

Some respondents also reported that a combination of more than one system was used to indicate a passing grade. For example, a D might be equated as 60% or a pass equal to 70%.

Question five, Part B, of the research instrument gave a list of five possible statements about specializations offered to students enrolled in secretarial programs in the institute where the respondents were employed. The respondents were requested to choose from these five statements the one statement that best described the specialization available to the students in their institute. These data are shown in Table 20. The greatest number of respondents, 25/83 or 30.1%, indicated that Shorthand or Accounting were offered as program specializations to the students enrolled in their secretarial program.

The category "other specializations" included the responses of individuals who had selected more than one of the four specialization statements.

TABLE 20

Specializations Available to Students in Secretarial Programs in Institute Where Respondents Were Employed

N=83

Program Specializations	Respondents No.	Respondents Percent
Shorthand or Accounting	25	30.1
Accounting, Data Processing, or Receptionist-typing	4	4.8
Receptionist-typist or Secretary-Stenographer	4	4.8
Accounting or Administrative	1	1.2
No specialization	10	12.0
Other specialization	39	47.0
Total	83	99.9

Note: This number is less than 89 because 6 participants elected not to furnish this datum.

The data from Table 20 were cross tabulated with the data from Table 14, Institute Groups, to examine program specializations available by institute group. These data are shown on Table 20A. These data show that there is a greater variation in the specializations offered in the secretarial programs in the colleges. The largest number of respondents in the A.V.C's indicated Shorthand or Accounting or Other Specializations.

TABLE 20A

Specializations Available to Students in Secretarial Programs in Institutes Where Respondents Were Employed

By Institute Groups
N=83

	INSTITUTE GROUP							
Program Specializations	AVC No.	%	Colleges No.	%	Institutes No.	%	Total No.	%
Shorthand or Accounting	11	13.3	12	14.5	2	2.4	25	30.2
Accounting, Data Processing, or Receptionist-typing	0	0	4	4.8	0	0	4	4.8
Receptionist-typist or Secretary-Stenographer	0	0	4	4.8	0	0	4	4.8
Accounting or Administrative	0	0	0	0	1	1.2	1	1.2
No specialization	1	1.2	5	6.0	4	4.8	10	12.0
Other Specialization	11	13.3	22	26.5	6	7.2	39	47.0
Total	23	27.8	47	56.6	13	15.6	83	100.0

Note: This number is less than 89 because 6 participants elected not to furnish this datum.

Question six, Part B, on the research instrument was used to determine whether the secretarial students in the respondents' institute were able to go on to an advanced or diploma program after successfully completing the one-year secretarial program. These data are shown on Table 21.

Data in this table show that 50/87 or 57.5% of the respondents answered "no" that it was not possible for a student to take a second-year/diploma program after they had successfully completed a one-year secretarial program.

TABLE 21

Advanced or Diploma Secretarial Programs Available to Students in Institutes Where Respondents Were Employed

N=87

Positive/Negative Response	Respondents No.	Respondents Percent
Yes	37	42.5
No	50	57.5
Total	87	100.0

Note: This number is less than 89 because 2 participants elected not to furnish this datum.

Data from Table 21 were cross tabulated with the data from Table 14, Institute Groups, to secure data that was used to organize Table 21A.

These data show in Table 21A that 14 repondents from the institutes of technology indicated the students who successfully complete the secretarial program have accessible to them advanced/diploma programs or courses that may lead to a diploma.

The majority, 21/23, of the respondents in the Alberta Vocational Centers do not have any advanced programs available for their students.

TABLE 21A

Advanced or Diploma Secretarial Programs Available to students
in Institutes Where Respondents Were Employed

By Institute Groups

N=87

Positive/Negative Response	INSTITUTE GROUP AVC No.	AVC %	Colleges No.	Colleges %	Institutes No.	Institutes %	Total No.	Total %
Yes	2	2.3	21	24.1	14	16.1	37	42.5
No	21	24.1	29	33.3	0	0	50	57.4
Total	23	26.4	50	57.4	14	16.1	87	99.9

Note: This number is less than 89 because 2 participants elected not to furnish this datum.

PART C - PROGRAM CURRICULUM

The third part of the research instrument included questions that dealt with both curriculum evaluation and curriculum development.

The third part, Part C, of the research instrument was divided into the following four sub-sections: program objectives, course content, curriculum evaluation, and curriculum development in the future.

The first section dealt with program objectives and respondents were asked to rate 14 objective statements on a five point Likert scale from "very low importance" to "very high importance." Data collected with this question were used in designing Table 22.

The objectives that received the highest ratings were objective statements 9, 4, 5, 2, and 1. All of these objectives received a 70% rating or higher by those participants who elected to answer this question. Objective 9 which dealt with providing the basic skills and knowledge required for stenographic or clerical positions was rated of "very high importance" by 70 of the 86 participants who checked this objective. This represented 81.4% of the those respondents who considered this objective to be of "very high importance." An analaysis of the remaining four objectives showed that these objectives were career oriented.

The researcher established a cutoff point of 76% to identify those program objective statements that were rated of "very high importance." As a consequence objective statement numbers 9, 4, and 5 fell above this cutoff point. It should be noted that if the "high importance" and the "very high importance" ratings are collapsed, then objective statements 1 and 2 would receive a higher rating.

Table 22 is shown on the next two pages.

TABLE 22

Program Objectives for Secretarial Programs Where Respondents Taught
N=Variable

Program Objective Statement	Very Low Importance No.	%	Low Importance No.	%	Medium Importance No.	%	High Importance No.	%	Very High Importance No.	%	Total No.	%
1. to provide training for the secretarial job market in own area	0	0	1	1.2	5	5.9	17	20.0	62	72.9	85	100.0
2. to provide basic job skills in business subjects	0	0	2	2.4	2	2.4	17	20.2	63	75.0	84	100.0
3. to provide remedial courses and training for students who do not meet entrance requirements	34	40.5	8	9.5	18	21.4	12	14.3	12	14.3	84	100.0
4. to prepare students for careers in business, industry, and government	0	0	1	1.2	8	9.5	8	9.5	67	79.8	84	100.0
5. to prepare students for stenographic, clerical, receptionist, clerk-typist or bookkeeping positions	2	2.4	0	0	7	8.2	9	10.6	67	78.8	85	100.0
6. to prepare students for employment as accountants or accountant assistants	18	20.9	20	23.3	14	16.3	19	22.1	15	17.4	86	100.0
7. to prepare students for legal offices	12	14.0	31	36.0	21	24.4	8	9.3	14	16.3	86	100.0
8. to prepare students for medical offices	22	25.6	31	36.0	19	22.1	4	4.7	10	11.6	86	100.0

TABLE 22 (cont'd)

Program Objectives for Secretarial Programs Where Respondents Taught
N=Variable

Program Objective Statement	Very Low Importance		Low Importance		Medium Importance		High Importance		Very High Importance		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9. to provide students with basic skills, and knowledge required for stenographic and clerical positions	0	0	0	0	3	3.5	13	15.1	70	81.4	86	100.0
10. to provide refresher courses for students with previous training	12	14.1	12	14.1	29	34.1	17	20.0	15	17.6	85	99.9
11. to provide students with an opportunity to develop good human relations and good inter-personal relationship skills	0	0	4	4.6	13	14.9	37	42.5	33	37.9	87	99.9
12. to provide training for secretaries already in the work force in order that they may be kept up to date on the changes taking place in the office	34	41.0	17	20.5	19	22.9	9	10.8	4	4.8	83	100.0
13. to provice high school students with business training the opportunity to further their training	12	14.3	7	8.3	6	7.1	21	25.0	38	45.2	84	99.9
14. to provide students with basic knowledge and skills which can be expanded through further training or experience	1	1.2	2	2.4	15	17.6	27	31.8	40	47.1	85	100.1

Data in Table 22 were cross tabulated with data from Table 14, Institute Group, to determine which institute group gave the highest rating to the three highest rated objectives on table 22--objectives numbers: 9, 4, and 5. These new data were used to design Tables 22A, 22B, and 22C.

Data in Table 22A show the cross tabulation of institute group with objective statement number 9. These data show that 21/23 or 91% of the respondents from the A.V.C.'s rated objective 9 as of "very high importance." These data show that 40/50 or 80% of the respondents from the colleges rated objective 9 as of "very high importance."

Data in Table 22B show the cross tabulation of institute group with objective statement number 4. These data show that 22/23 or 96% of the respondents from the A.V.C.'s rated objective 4 as of "very high importance," while the 11/13 or 85% of the respondents from the institutes of technology rated this objective 4 as of "very high importance."

Data in Table 22C show the cross tabulation of institute group with objective 5. These data show that 23/23 or 100% of the respondents from the A.V.C.'s rated objective 4 as of "very high importance," while 37/48 or 77% of the respondents from the colleges rated objective 4 as of "very high importance."

Tables 22A, 22B, and 22C are shown on the next three pages.

TABLE 22A

Rating of Objective 9: to provide students with basic skills, and knowledge required for stenographic and clerical positions

By Institute Groups

N=86

Rating of Objective	AVC No.	AVC %	Colleges No.	Colleges %	Institutes No.	Institutes %	Total No.	Total %
Medium Importance	0	0	0	0	3	3.5	3	3.5
High Importance	2	2.3	10	11.6	1	1.2	13	15.1
Very High Importance	21	24.4	40	46.5	9	10.5	70	81.4
Total	23	26.7	50	58.1	13	15.2	86	100.0

Note: This number is less than 89 because 3 participants elected not to furnish this datum.

TABLE 22B

Rating of Objective 4: to prepare students for careers in business, industry, and government

By Institute Groups

N=84

Rating of Objective	AVC No.	AVC %	Colleges No.	Colleges %	Institutes No.	Institutes %	Total No.	Total %
Low Importance	0	0	0	0	1	1.2	1	1.2
Medium Importance	0	0	7	8.3	1	1.2	8	9.5
High Importance	1	1.2	7	8.3	0	0	8	9.5
Very High Importance	22	26.2	34	40.5	11	13.1	67	79.8
Total	23	27.4	48	57.1	13	15.5	84	100.0

Note: This number is less than 89 because 5 participants elected not to furnish this datum.

TABLE 22C

Rating of Objective 5: to prepare students for stenographic, clerical, receptionist, clerk-typist or bookkeeping positions

By Institute Groups

N=85

Rating of Objective	AVC		Colleges		Institutes		Total	
	No.	%	No.	%	No.	%	No.	%
Very Low Importance	0	0	0	0	2	2.4	2	2.4
Medium Importance	0	0	2	2.4	5	5.9	7	8.3
High Importance	0	0	9	10.6	0	0	9	10.6
Very High Importance	23	27.1	37	43.5	7	8.2	67	78.8
Total	23	27.1	48	56.5	14	16.5	85	100.1

Note: This number is less than 89 because 4 participants elected not to furnish this datum.

The second question in Part C of the research instrument was designed to determine the courses that were a part of the one-year secretarial programs in the institutes included in the study. Twenty course statements were listed and the participants were requested to check beside each course statement one of the following categories: 1. Required or Compulsory Course in the program, 2. Option - but students are encouraged to take this course, 3. Free Option - students are free to choose this course, 4. A pre-requisite for entry into the program, 5. Not included, and 6. Planning to include this course next year, 1980-81.

Data collected from the second question is shown on Table 23.

Out of the possible 20 courses included in this question the 11 courses that were considered compulsory by a majority of the respondents were: 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, and 13.

The courses that were most frequently reported as not included were: 14. Legal Office Procedures (62.3%), 9. Accounting (46.6%), and 16. Word Processing (22.1%). Table 23 is shown on the next three pages.

TABLE 23

Courses That Make Up Program of Studies in One-year Secretarial Programs in Institutes Where Respondents Were Employed

N=Variable

Course Descriptions	Compulsory		Option		Free Option		Pre-requisite		NOT Included		Planned for next yr.		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. TYPING, First level, Beginning or Elementary - keyboard mastery, approximately 25 net words per minute	70	90.9					7	9.1					77	100.0
2. TYPING, Second level/Intermediate - apprximately 45 net words per minute	72	96.0	3	4.0									75	100.0
3. TYPING, Third level/Advanced - approximately 55 net words per minute	45	59.2	14	18.4	6	7.9	1	1.3	10	13.2			76	100.0
4. ENGLISH, Basic/Elementary - grammar, punctuation, vocabulary building, etc.	66	82.5	5	6.3			6	7.5	3	3.7			80	100.0
5. ENGLISH/COMMUNICATIONS - letter writing report writing, oral communications listening skills, etc.	71	88.7	6	7.5			1	1.2	2	2.5			80	99.9
6. MACHINES - use of ten-key adding machine, electronic calculators, etc.	60	77.9	5	6.5	3	3.9			9	11.7			77	100.0
7. BUSINESS MATHEMATICS, adding, subtracting multiplying, division, decimals, percentage, fractions, etc.	55	71.4	12	15.6	3	3.9	2	2.6	5	6.5			77	100.0

TABLE 23 (Cont'd)

Courses That Make Up Program of Studies in One-year Secretaral Programs in Institutes Where Respondents Were Employed
N=Variable

Course Descriptions	Compulsory		Option		Free Option		Pre-requisite		NOT Included		Planned for next yr.		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8. BOOKEEPING - accounting cycle, payroll bank reconciliation statements, etc.	62	79.5	13	16.7	2	2.6			1	1.3			78	100.1
9. ACCOUNTING - accepted for credit towards R.I.A., C.G.A., C.P.A. or university transferable	9	12.3	14	19.2	12	16.4	1	1.4	34	46.6	3	4.1	73	100.0
10. SHORTHAND - Basic/Theory - approximately 80 words er minute on practiced material	48	61.5	20	25.6	6	7.7	1	1.3	3	3.8			78	99.9
11. SHORTHAND - Second Level/Dictation & Transcription - 80 words per minute for three minutes minimum	33	42.9	30	39.0	7	9.1	1	1.3	6	7.8			77	100.1
12. OFFICE PROCEDURES - basic office organization, mail, telephone, travel, filing, meetings, etc.	75	94.9	3	3.8			1	1.3					79	100.0
13. MACHINE TRANSCRIPTION - produce mailable and/or timed production from machine dictated material	62	80.5	14	18.2	1	1.3							77	100.0
14. LEGAL OFFICE PROCEDURES	4	5.2	16	20.8	9	11.7			48	62.3			77	100.0

TABLE 23

Courses That Make Up the Program of Studies in One-year Secretarial Programs in the Institutes Where the Respondents Were Employed

N=Variable

Course Descriptions	Compulsory		Option		Free Option		Pre-requisite		NOT Included		Planned for next yr.		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15. DATA PROCESSING - concepts and/or hands on experience with D.P. equipment	9	12.3	14	19.2	9	12.3			38	52.1	3	4.1	73	100.0
16. WORD PROCESSING - concepts and/or hands experience with W.P. Equipment	11	14.3	18	23.4	7	9.1			24	31.2	17	22.1	77	100.1
17. MEDICAL OFFICE PROCEDURES	5	6.6	10	13.2	6	7.9	1	1.3	54	71.1			76	100.1
18. ADMINISTRATIVE MANAGEMENT	3	4.1	6	8.2	5	6.8	1	1.4	57	78.1	1	1.4	73	100.0
19. WORK EXPERIENCE	23	30.7	9	12.0	7	9.3	2	2.7	30	40.0	4	5.3	75	100.0
20. WORK SIMULATION	32	42.1	2	2.6			3	3.9	38	50.0	1	1.3	76	99.9

The third question in Part C was a three part question. The first part of the question was designed to determine what influence different factors had on the course content within the secretarial programs in the participating institutes.

Part one of question three requested respondents to rate on a five-point Likert scale, that ranged from "very low importance" to "very high importance," the 16 statements that described different factors which influence changes in secretarial course content. Data collected with this question were used to organize Table 24. These data show that not all of the respondents supplied a response to this question.

The factors that received the highest ratings when the "high importance and very high importance" ratings were combined were factors: 2, 10, 16, 12 and 4.

These factors and their percentages were:

No. 2 - Individual instructor's perceptions	83.1%
No. 10 - Material and knowledge gained by instructors who attend workshops/ conferences	73.2%
No. 16 - Knowledge gained by instructors in the work force prior to becoming instructors	70.7%
No. 12 - Visits to busineses in your service area	65.1%
No. 4 - Results of follow-up surveys to businesses	60.3%

Table 24 is shown on the next two pages.

TABLE 24

Respondents' Ratings of Factors Which Influence Changes
in Secretarial Course Content at Their Institute
N=Variable

Factors that influence Course Content	No Importance		Low Importance		Medium Importance		High Importance		Ext. High Importance		No Bases		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Content of textbook being used	6	7.2	10	12.0	19	22.9	25	30.1	23	27.7	0	0	83	99.9
2. Individual instructor's perceptions	0	0	0	0	14	16.9	40	48.2	29	34.9	0	0	83	100.0
3. Results of follow-up surveys of graduates	0	0	8	9.6	20	24.1	32	38.6	16	19.3	7	8.4	83	100.0
4. Results of follow-up surveys of businesses	0	0	8	9.6	19	22.9	32	38.6	18	21.7	6	7.2	83	100.0
5. Course outlines from other institutes in the Province of Alberta	6	7.2	20	24.1	33	39.8	18	21.7	2	2.4	4	4.8	83	100.0
6. Advisory Committee recommendatons	3	3.7	5	6.2	22	27.2	27	33.3	16	19.8	8	9.9	81	100.1
7. Course outlines from other institutes in Canada	13	15.9	24	29.3	33	40.2	4	4.9	1	1.2	7	8.5	82	100.0
8. Course outlines, brochures, calendars from insitutes in the U. S. A.	24	29.3	28	34.1	17	20.7	1	1.2	0	0	12	14.6	82	99.9

TABLE 24

Respondents' Ratings of Factors Which Influence Changes in Secretarial Course Content at Their Institute

N=Variable

Factors that influence Course Content	No Importance		Low Importance		Medium Importance		High Importance		Ext. High Importance		No Bases		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9. Course content of university courses completed by instructors	12	14.6	28	34.1	28	34.1	9	11.0	1	1.2	4	4.9	82	100.0
10. Material and knowledge gained by instructors who attend workshops and conferences	1	1.2	1	1.2	18	22.0	41	50.0	19	23.2	2	2.4	82	100.0
11. High School curriculum guides	11	13.4	26	31.7	26	31.7	10	12.2	5	6.1	4	4.9	82	100.0
12. Visits to businesses in your service area	1	1.2	3	3.6	22	26.5	42	50.6	12	14.5	3	3.6	83	100.0
13. Knowledge gained by instructors who have returned from a sabbatical as a member of work force	7	8.5	6	7.3	10	12.2	22	26.8	14	17.1	23	28.0	82	99.9
14. Knowledge gained by having exchange instructors from other institutes	10	12.2	9	11.0	16	19.5	10	12.2	5	6.1	32	39.0	82	100.0
15. Knowledge gained from newly appointed instructors	2	2.4	9	11.0	36	43.9	27	32.8	2	2.4	6	7.3	82	99.9
16. Knowledge gained by instructors in the work force prior to becoming instructors	0	0	2	2.4	18	22.0	35	42.7	23	28.0	4	4.9	82	100.0

The second part of question three was designed to identify who the individuals were that developed course content in the participating institutes. In responding to this question participants were requested to place a check mark in the appropriate space beside the eight statements that described possible individuals or groups that develop course outlines for secretarial programs.

Of the 89 instructors and administrators of secretarial programs who were involved in this study, 82 provided data for this question.

Data secured by this question were used to design Table 25.

Of the six statements listed, 28 or 34.1% of the 82 respondents indicated that in their institution "all the instructors teaching the program (secretarial) have input into all the courses."

Table 25 is shown on the next page.

TABLE 25

Perceptions of Respondents as to Who Develops Course Outlines in Secretarial Program in Institutes Where They Work

N=82

How Course Outlines are Developed	Respondents No.	 Percent
1. Instructors teaching the course independent of other instructors teaching in the same area	7	8.5
2. A committee of instructors who teach in the same subject area	25	30.5
3. A committee of instructors who teach in a a variety of subject areas	3	3.7
4. A committee of instructors and administrators	6	7.3
5. All the instructors teaching the program have input into all the courses	28	34.1
6. A committee of instructors, administrators and Advisory Committee members	8	9.8
7. Other	5	6.1
Total	82	100.0

Note: This number is less than 89 because 7 participants elected not to furnish this datum.

The third part of question three of Part C was designed to determine the use made of follow-up surveys in the participating institutes. The respondents were requested to indicate, from a list of five possible survey statements, how surveys were used: 1. to develop, 2. to evaluate, or 3. to change the curriculum of the secretarial programs in their institutions; or to indicate if surveys were not used.

Many of the respondents circled a combination of the three possible uses, and an additional category, "Used to Change and/or Evaluate and/or Develop," was established when the data were coded for input into the computer.

Data collected by this question is shown on Table 26 on the next page.

Annual surveys to either businesses, graduates, or secretaries are generally not used. Data show that 41/66 respondents indicated that No. 5. Occasional (every third or fourth year) surveys are sent to former graduates" to be used to either change, and/or evaluate, and/or develop secretarial curriculum.

TABLE 26

Survey Procedures Used to Develop, Evaluate, and Change Secretarial Curriculum in Institutes Where Respondents Were Employed
N=Variable

Types of Surveys Used	Used to Change		Used to Evaluate		Used to Develop		Used to: Change or Eval. or Develop		Not Used		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Annual surveys are sent to businesses in the service area	1	1.4	9	12.2	2	2.7	9	12.2	53	71.6	74	100.1
2. Annual surveys are sent to former graduates of the program	0	0	12	16.9	2	2.8	14	19.7	43	60.6	71	100.0
3. Annual surveys are sent to secretaries in the work force	0	0	3	4.2	5	6.9	5	7.0	59	81.9	72	100.0
4. Occasional (every third or fourth year) surveys are sent to businesses in the service area	8	10.8	14	18.9	1	1.4	27	36.5	24	32.4	74	100.0
5. Occasional (every third or fourth year) surveys are sent to former graduates	2	3.0	21	31.8	1	1.5	17	25.8	25	37.9	66	100.0

The fourth question in Part C of the research questionnarie was used to secure the perceptions and opinions of the participants with regard to how curriculum development and curriculum evaluation might be initiated in the future.

Question four consisted of twelve statements that had to do with future curriculum development for secretarial programs. A five-point Likert scale was used which ranged from "strongly agree" (1) to "strongly disagree" (5). In responding to each of these statements, respondents were asked to circle the appropriate number.

Data collected with this question is shown on Table 27.

Of the 12 statements listed, 61/83 or 73.5% of those respondents who who elected to answer this question indicated "strong agreement" with statement number 12 which stated: "Program curriculum development committees need input from businessmen, managers, secretaries, professional organizations, and business educators in order to be effective."

There were 53/83 or 64.6% of the respondents who "strongly agreed" with statement number 11: "No one source of information on what are the characteristics and training needs of secretaries should be used to develop curriculum."

There were 15/83 or 18.1% of the respondents who elected to answer this question who checked "strongly disagree" on statement number 5, "The Department of Advanced Education and Manpower should establish a committee that will coordinate the secretarial programs that are in the Non-university post-secondary institutes in the Province of Alberta."

Table 27 is shown on the next three pages.

TABLE 27

Respondents' Ratings of Statements That May Influence Future Development of Secretarial Programs' Curricula
N=Variable

Curriula Development Statements	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Business educators instructing in post-secondary institutes are well informed about the changes taking place in the business office.	15	18.1	40	48.2	17	20.5	10	12.0	1	1.2	83	100.0
2. There should be a provincial resource center established to help business educators in the post-secondary institutes with curriculum development.	24	28.9	37	44.6	11	13.3	8	9.6	3	3.6	83	100.0
3. Business educators should have an opportunity to return to the work force on a regular basis for updating their knowledge base.	43	51.2	37	44.0	2	2.4	2	2.4			84	100.0
4. Post-secondary institutes should continue to have complete autonomy in setting up their secretarial programs and courses.	30	35.7	31	36.9	12	14.3	10	11.9	1	1.2	84	100.0
5. The Department of Advanced Education and Manpower should establish a committee that will coordinate the secretarial programs that are in the non-university post-secondary institutes in the Province of Alberta.	9	10.8	9	10.8	30	36.1	20	24.1	15	18.1	83	99.9

TABLE 27 (Cont'd)

Respondents' Ratings of Statements That May Influence
Future Development of Secretarial Programs' Curricula
N=Variable

Curricula Development Statements	Strongly Agree No.	Strongly Agree %	Agree No.	Agree %	Undecided No.	Undecided %	Disagree No.	Disagree %	Strongly Disagree No.	Strongly Disagree %	Total No.	Total %
6. Funds should be made available from the Department of Advanced Education and Manpower to professional business associations to help in researching and coordinating curriculum development for business education in the Province.	19	22.6	36	42.9	18	21.4	4	4.8	7	8.3	84	100.0
7. To give greater public recognition and status to the institutes' secretarial certificates currently being given graduates, a new certificate would be issued after the student successfully completes provincial tests that have been established by a committee.	12	14.3	26	31.0	17	20.2	16	19.0	13	15.5	84	100.0
8. A provincial committee should be established to review articulation between business education programs offered at the secondary school level with business education programs offered at the non-university post-secondary institutes.	12	14.5	33	39.8	20	24.1	13	15.7	5	6.0	83	100.1

TABLE 27

Respondents' Ratings of Statements That May Influence Future Development of Secretarial Programs' Curricula
N=Variable

Curricula Development Statements	Strongly Agree No.	Strongly Agree %	Agree No.	Agree %	Undecided No.	Undecided %	Disagree No.	Disagree %	Strongly Disagree No.	Strongly Disagree %	Total No.	Total %
9. Questionnaires sent to secretaries who are in the work force provide one source of information for curriculum development.	28	34.1	51	62.2	3	3.7					82	100.0
10. Businessmen and managers have only a limited perspective on how secretaries should be trained.	10	12.0	42	50.6	9	10.8	18	21.7	4	4.8	83	99.9
11. No one source of information on what are the characteristics and training needs of secretaries should be used to develop curriculum.	53	64.6	27	32.9			1	1.2	1	1.2	82	99.9
12. Program curriculum development committees need input from businessmen, managers, secretaries, professional organizations, and business educators in order to be effective.	61	73.5	21	25.3			1	1.2			83	100.0

CHAPTER V

PROPOSED MODEL FOR MONITORING THE CURRICULUM OF A SECRETARIAL PROGRAM

In Chapter five, the components of the models of curriculum, the components of the models on evaluation, accountability, and monitoring and the factors that affect these components will be combined with the research data that was discussed in Chapter Four. Information from these two sources will be combined to design the proposed Secretarial Program Curriculum Monitoring Model.

Purpose of the Proposed Model

The monitoring process is a means of continually evaluating the curricula of on-going programs. The monitoring process enables data to be gathered and evaluated over a period of time to help in the making of educational decisions that might effect change in curricula of a program. To monitor a program is not only to plan where the program is going but to have a record of how the program has evolved.

An Overview of the Major Components of the Proposed Model

The proposed model is considered to be a sub-system of either a total educational evaluation or accountability model as promulgated in the professional literature.

The proposed model has three main parts: (1) the monitoring component, (2) four major curriculum components, and (3) the factors that could affect any of the of the components in the monitoring process.

The proposed model is cyclical; one which would advocate a controlled and monitored evolution towards the desired ends or objectives of the program. The paradigm for the model illustrates that any change in a specific component or factor of the model will produce a change in the other components or factors of the model. The extent to which the other components or factors of the model are affected by this change will depend upon where the change is made within the model.

The model is considered to be an open-ended model which will enable it to be modified as the results of educational research are incorporated. The model is intended to be flexible and easily changed to include other factors which may be determined as important to the effectiveness of the process and evolutionary change.

This chapter will include a paradigm of the proposed model that could be used to monitor the curriculum of the Secretarial Programs in post-secondary non-university institutes in the province. The chapter will be organized so that each component of the model and the factors which affect the components will be explained for the benefit of the reader. The paradigm selected to represent the model was circular to show the inter- and intra- relationships of each component and the factors that may affect that component.

Major Components of the Model

The two major components of the proposed model to be discussed are the Monitoring Component and the four Curriculum Components.

The Monitoring Component of the model is placed in the center of the paradigm to show that every Curriculum Component and the factors related to these components should be monitored to establish a foundation on which educational decisions could be made. The Monitoring Component was discussed in Chapter Three.

The major components of the curriculum model were discussed in Chapter Two and include (2) Institutional Philosophy, (3) Program Objectives, (4) Program Content and (5) Instructional Methods and Evaluation. These four major parts of the curriculum model are the four Curriculum Components which are placed around the circumference of a circle which is concentric with the Monitoring Component circle.

The monitoring process itself is recognized as producing a change in monitoring strategies once the process starts.

Monitoring Component 1.0

At the center of the Secretarial Program Curriculum Monitoring Model is the Monitoring Component.

In the summary of Chapter Three, the monitoring process was described as an evaluation process that takes place on a continuous basis and consists of four major activities: (1) Purpose Selection, (2) Input, (3) Process, and (4) Output.

PURPOSE SELECTION is the identification of what needs to be evaluated, for what purpose, how the evaluation will be conducted, and an assessment of what value this evaluation will have.

INPUT is the determination of the evidence or data that will be collected through the monitoring process.

PROCESS represents the organization and analysis of the collected data; analysis includes both objective and subjective assessment of these data.

OUTPUT is the determination and recording of educational or administrative decisions that were implemented as a result of the monitoring process.

The four main activities conducted through the monitoring process are shown on the circumference of the inner circle and each activity is joined by a line with a doubleheaded arrow to show a process which represents a feedback system from Output to Purpose Selection.

The Monitoring Component is considered to be attached to each of the four Curriculum Components of the model to show that any one of these components, or their factors which might have an affect on these components, can be evaluated.

The Monitoring Component of the model is labelled as 1.0 in the paradigm for ease of identification.

Curriculum Components - 2.0, 3.0, 4.0, 5.0

The four Curriculum Components of the paradigm of the Monitoring Model are: Institutional Philosophy - 2.0, Program Objectives - 3.0, Program Content - 4.0, and Instructional Methods and Evaluation - 5.0. These Curriculum Components are arranged on the circumference of the circle which is concentric to the Monitoring Component (1.0) circle to show that each and every component of the model and their factors have an intra and inter relationship and can be evaluated.

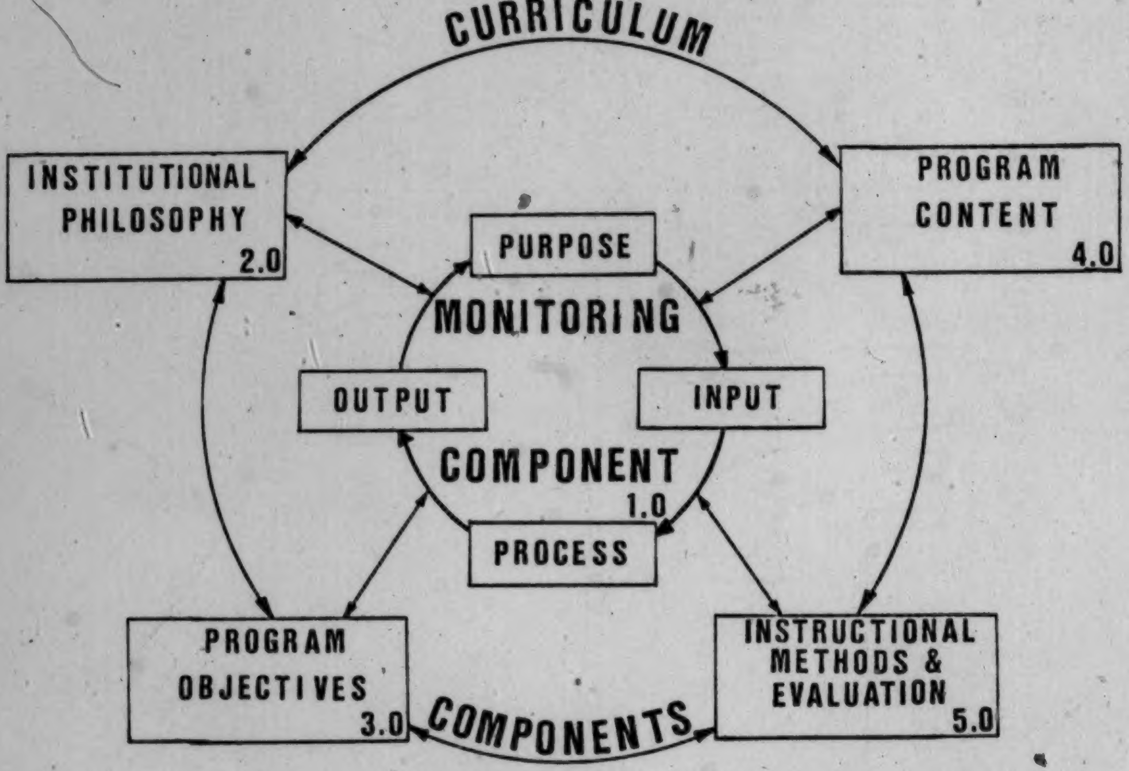
Between each Curriculum Component is a double-headed arrow which indicates that an inter-relationship exists between the four curriculum components of the model.

In the paradigm each Curriculum Components is attached to the Monitoring Component of the model by a double-headed arrow to indicate that by monitoring any one of the Curriculum Components a change in that component may also produce a change in how a future monitoring activity may be conducted.

The diagram on the following page shows the major components of the Secretarial Program Curriculum Monitoring Model without factors for any of the four components that comprise the curriculum components.

FIGURE I

PARADIGM FOR
THE SECRETARIAL PROGRAM CURRICULUM MONITORING MODEL
SHOWING MONITORING AND CURRICULUM COMPONENTS WITHOUT FACTORS


CURRICULUM
INSTITUTIONAL PHILOSOPHY 2.0
PROGRAM CONTENT 4.0
PURPOSE
MONITORING
OUTPUT
INPUT
COMPONENT 1.0
PROCESS
PROGRAM OBJECTIVES 3.0
COMPONENTS
INSTRUCTIONAL METHODS & EVALUATION 5.0

Factors which affect the Components of the Monitoring Model

From a review of the literature on curriculum design and curriculum development and evaluation, it was determined that there are many factors which may affect the major components of a curriculum model per se. These factors were discussed in Chapters Two and Three of this report.

Factors specific to the Secretarial Programs were identified from both the review of the literature which was reported in Chapter Two and from the research data that were presented in Chapter Four.

Factors which are related to or have an influence on a component of the model are listed below each component. These factors are numbered in the diagrams on the next few pages.

Factors that may affect the five major components of the monitoring model may have either a positive or negative effect on these components either collectively or individually or on the factors that are related to a component and, hence, on total program effectiveness. Regardless of the effect a factor has on any one component, that factor must be taken into consideration when monitoring a specific component of the model.

The factors listed in the paradigm are not necessarily arranged in any order of priority; however, Educational Research was placed as the first factor for each component because of the important role this factor plays in curriculum development and to give continuity to the model.

Monitoring Component Factors

There were two major factors that were identified which could affect the Monitoring Component. These two factors are: Educational Research - 1.1, and Educational Resources - 1.2.

Educational Research - 1.1 The findings of any piece of educational research that has been completed or that will be conducted into the effectiveness of a secretarial program, or research that is directed toward an educational institute, could have an effect on how monitoring activities are determined, managed, and conducted when the model is used.

As further progress is made in educational research and research methodology, these data resulting from this research could become part of the foundation for the monitoring component.

Educational Resources - 1.2 Educational resources is a generic term that includes both the financial and personnel resources that an institute has to devote to a program.

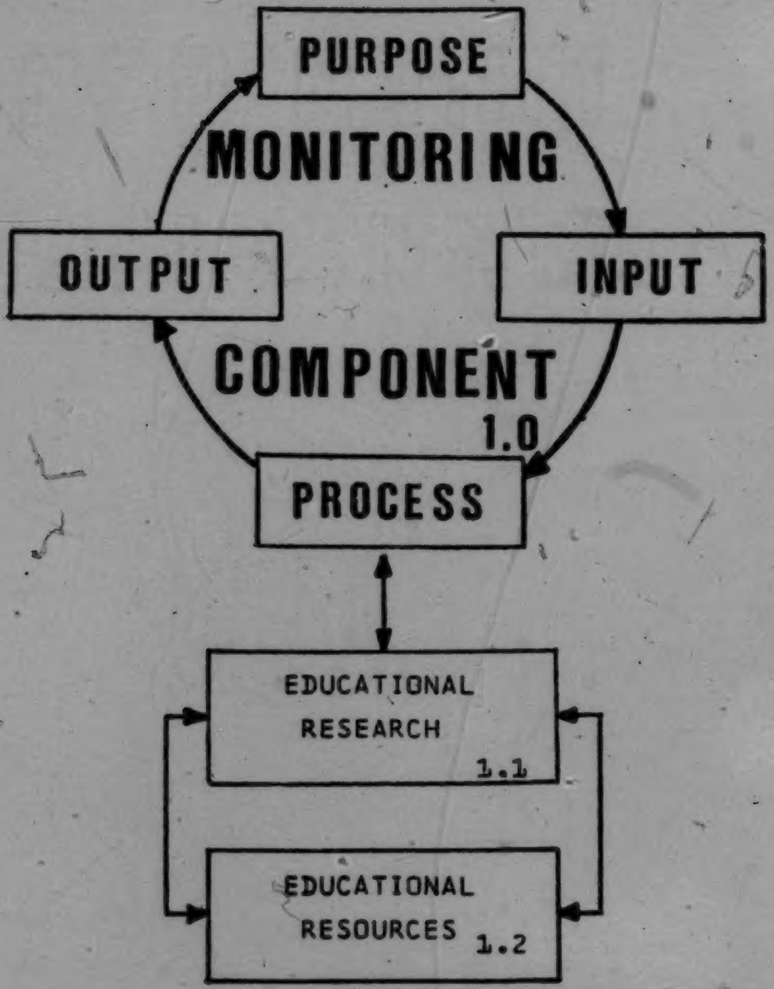
Both of these factors have to be assessed when a program is monitored to determine what direction the program will take.

One of the first activities to be conducted when a program is monitored is to identify the "Purpose Selection" which includes the assessment of the value of the monitoring activity.

The Monitoring Component with Factors is shown on the following page.

FIGURE II

MONITORING COMPONENT FACTORS


PURPOSE
MONITORING
OUTPUT
INPUT
COMPONENT
1.0
PROCESS
EDUCATIONAL RESEARCH 1.1
EDUCATIONAL RESOURCES 1.2

Curriculum Component Factors

Institutional Philosophy - 2.0

The philosophy, the aims that support that philosophy, as well as the broad objectives of an institution, help to guide in the selection of the educational programs of an institute. The selection of both the goals and the general and the specific objectives of that program are derived from the program philosophy. The specific objectives of a program must be in harmony with the broad institutional objectives (Johnson and Grafsky, 1973).

There are three factors which affect the Institutional Philosophy Component of the model: Educational Research - 2.1, Societal Needs - 2.2, and Political Decisions - 2.3.

Educational Research - 2.1 As the role of advanced education in Alberta society is researched, the results of that research could help to establish the philosophy and the purpose of post-secondary non-university institutes in the province.

Societal Needs - 2.2 The needs and the beliefs of society influence the role that society places upon education. The role that education plays for a particular society at a particular time in its history will help to establish the philosophy of an institution (Education) (Taba, 1962, Smith, Stanley and Shores, 1957).

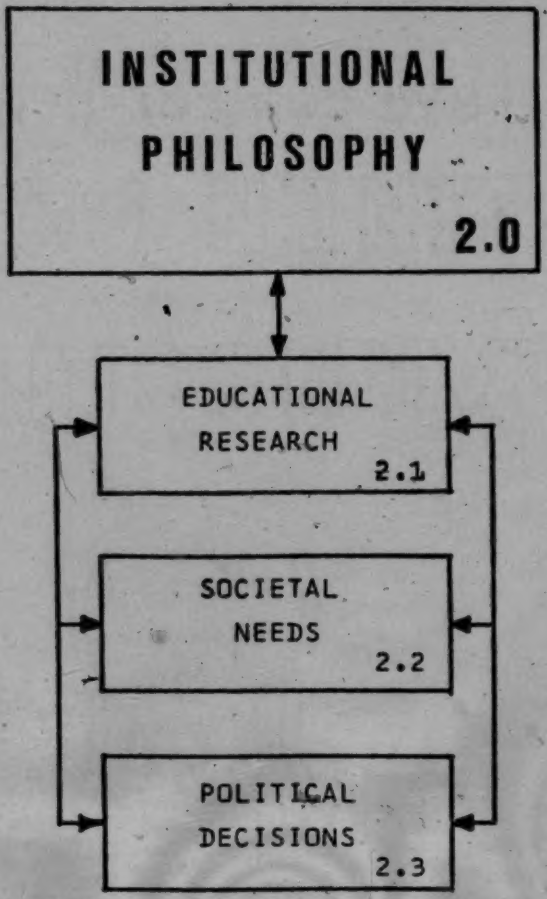
Political Decisions - 2.3 The decisions that are made by political powers such as the encumbent provincial government in power, the administration of the Department of Advanced Education and Manpower, College Boards, the administrative and the instructional faculty of an institute can all have an influence in establishing an institutional philosophy which could generate specific programs for that institute. The type of administrative structure, the lobbying conducted, and the rapport between the various political groups will determine the influence each group has in developing a philosophy for an institute. For instance at the time of the study, the governance of the AVC's and the institutes of technology were directly under the Department of Advanced Education and Manpower and were classified as Provincially Administered Institutes while the colleges were under the governance of their own Board of Governors.

The beliefs, attitudes and experiences of those from the Department of Advanced Education and Manpower or those who serve on college boards will perhaps have the greatest impact on what is selected as a philosophy for an institute. A similar view is supported by Saylor and Alexander (1966).

The diagram showing the factors which affect the Institutional Philosophy Component of the Model are shown on the next page.

FIGURE III

INSTITUTIONAL PHILOSOPHY COMPONENT FACTORS


INSTITUTIONAL PHILOSOPHY
2.0
EDUCATIONAL RESEARCH
2.1
SOCIETAL NEEDS
2.2
POLITICAL DECISIONS
2.3

Program Objectives - 3.0

From the broad institutional objectives, the general and specific program objectives are formulated. According to Kelly (1979) those individuals or groups of individuals involved in this process will have the greatest influence on the selection of objectives.

The accountability movement has been very concerned with determining whether program objectives have been met by educators. Surveys, questionnaires, and interviews have been used as research tools both by inhouse evaluation committees and by educators completing their work on a Master's or Doctoral thesis that were directed at determining program objectives for a specific program. The objectives of a program need to be validated (Johnson & Grafsky, 1973).

The factors which effect the Program Objectives Component of the Model are as follows: Educational Research - 3.1, Student Clientele - 3.2, Societal Needs - 3.3, Educational Leadership - 3.4, Educational Instructors - 3.5, and Educational Resources - 3.6.

Educational Research - 3.1 Limited educational research has been conducted by researchers into the various means of establishing and defining program objectives. Educators have shown interest in this research and have been involved in developing program and course objectives using objectives written in performance terms (Kelly, 1979).

The results of educational research or experimentation programs that are carried out to identify program objectives will influence the monitoring of program objectives.

Data in Table 22, pages 133-134, show that there is considerable diversity among the program objectives for the secretarial programs that are offered in the post-secondary non-university secretarial programs in Alberta. Related to these data are data in Table 25, page 147, which show that the respondents believe that for the secretarial programs that were involved in the research instructors had the greatest influence in establishing program objectives. However, the data in Table 27, pages 151-1523 show that the respondents gave strong support to participation by other members of society, particularly those in the business community--businessmen, managers, secretaries, and professional organizations--in helping them to establish realistic program objectives.

The above data show that there is a definite relationship to the findings of educational research in identifying how program objectives can be established.

Student Clientele - 3.2 The previous experiences, the abilities, and the goals of the student for whom the program is designed have to be taken into consideration when designing program objectives (Johnson & Grafsky, 1973). The research data in Table 16, page 118, show that a variety of entrance requirements exist for admitting students into the secretarial programs in the institutes that were included in this study. To meet the educational needs of the diverse student population found in participating institutions, various program objectives were established. A student's success in a program in part depends upon that student having the proper educational prerequisites for admission to the program.

Societal Needs - 3.3 The needs of business, industry, and commerce for office employees with specialized training will affect the type of program required by students in order for them to secure employment upon completing the course. A review of current periodicals for business and education shows concern by both business leaders and business educators that revisions be made to both program objectives and instructional content in order to meet the changing needs of business and industry. In order for these needs to be heard and acted upon, there must be a mechanism for promoting dialogue between educators and employers. Secretarial programs might use information from advisory committees or surveys to attempt to keep program objectives and resulting content current and relevant.

In Table 25, page 147, are data which show that few respondents indicated that advisory committees are used to help establish course objectives. As well data in Table 26, page 149, show that surveys to businesses are not used extensively by institutes involved in the research to establish course objectives.

Educational Leadership - 3.4 The administrative and instructional leadership that is available in the A.V.C.'s, the colleges, and the institutes of technology will affect the importance given to establishing program objectives as well as the processes for evaluating these objectives.

Data in Table 27, No. 1, page 151, show that the respondents in the research were of the opinion that business educators in participating institutes were well informed about the changes taking place in business offices where their graduates would be employed.

Data in Table 27, No. 6, show that there was a strong concensus among the respondents for a need for funds to support curriculum development in the secretarial programs in the province.

Educational Instructors - 3.5 The educational background, the work experience, and the teaching experience of instructors who taught secretarial programs in the different institutes in the province will have an influence on how these instructors develop program objectives.

Data in Tables 5, 6, 7, 8, 9, and 10 show the education and working/ teaching experience of the respondents in this study.

Data in Table 27, No. 3, show that the respondents were in strong agreement that there should be provision made for instructors in secretarial programs to return to the workforce on a regular basis to upgrade their knowledge about technological innovations being incorporated into an up-to-date office environment, to refresh their skills, and to learn first-hand about changing secretarial careers.

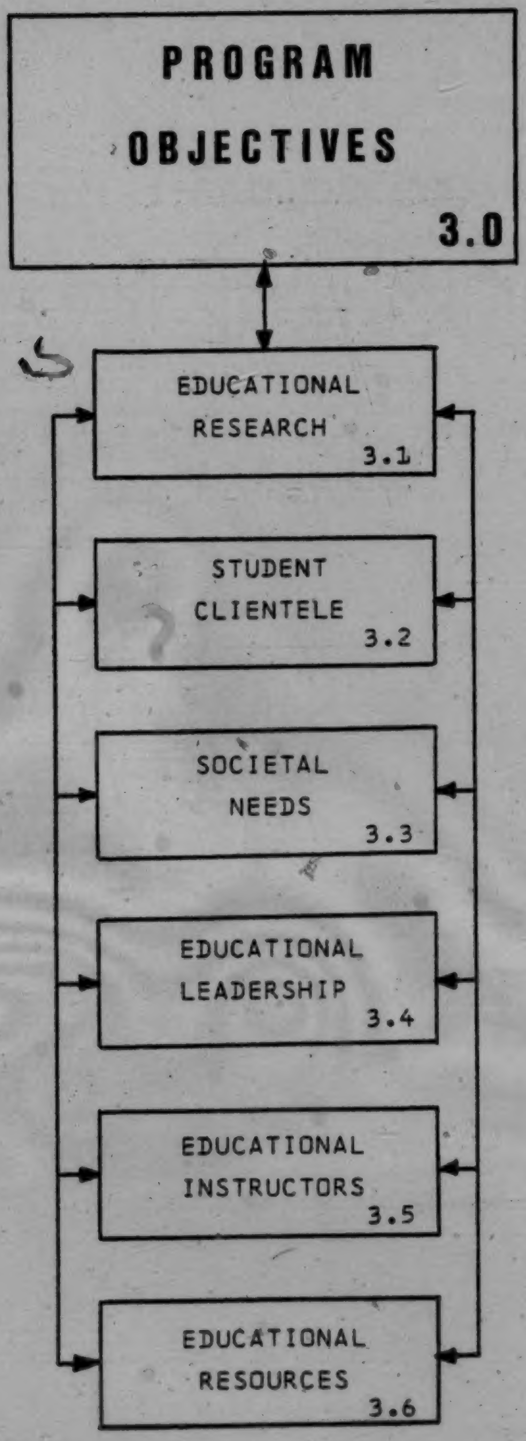
Educational Resources - 3.6 Equipment and facilities must be in place in order to teach specific program objectives. Not only must this equipment and facilities be in place but they must reflect that which is found in business if the program objectives are to realistic and relevant.

Data in Table 23, No. 16, page 142, show that 17 respondents indicated that Word Processing Courses would be started in their programs in the next year (1980-81).

The Program Objective Component Factors are shown on the diagram on the following page.

FIGURE IV

PROGRAM OBJECTIVES COMPONENT FACTORS


PROGRAM OBJECTIVES
3.0
EDUCATIONAL RESEARCH
3.1
STUDENT CLIENTELE
3.2
SOCIETAL NEEDS
3.3
EDUCATIONAL LEADERSHIP
3.4
EDUCATIONAL INSTRUCTORS
3.5
EDUCATIONAL RESOURCES
3.6

Program Content - 4.0

The content of a program is selected in order [illegible] achieve the broad and specific objectives of that particular program. While the selection of content within a program is to some degree subjective, the selection should be based upon as complete information as possible (Kelly, 1979).

The factors which influence the Program Content Component (4.0) are: Educational Research - 4.1, Educational Resources - 4.2, and Educational Instructors - 4.3.

Educational Research - 4.1 The establishment of program objectives and program content can be achieved in part by the use of the results of educational research.

Data in Table 23, pages 140-142, show that respondents involved in this study were responsible for course content within the programs that were included in this study. However, research data also show that a number of research participants to be removed from the work force for as long as 15 years. These data may have implications for the type or relevant content that these participants might include in their course content.

Educational Resources - 4.2 Both the objectives and the content of a secretarial program depend upon the most recent equipment and the up-to-date facilities that are available for teaching that program. A program such as secretarial is highly skill oriented and thus necessitates funds for facilities and equipment be made available to institutes where these programs are offered.

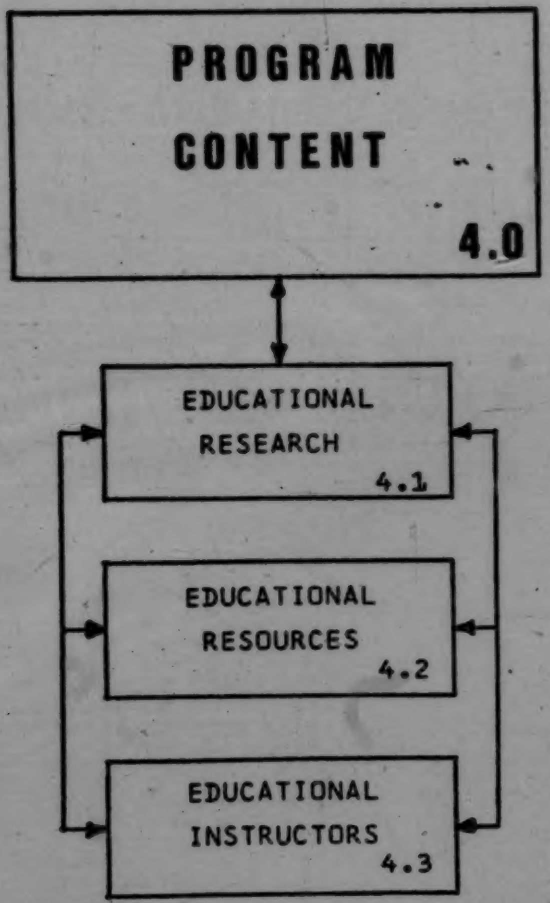
Educational Instructors - 4.3 The individual instructor who teaches in a secretarial program has the greatest influence on the program content. This instructor, according to Kelly (1979), has the responsibility for interpreting and implementing the program objectives and the course content.

Data in Table 24, pages 144-145, show the opinions of the respondents as to how important 16 factor statements were in influencing the establishment of program content for their courses. There was high consensus among those involved in the research that an individual instructor has a great deal of influence over program content. It was for the above two reasons that the "Educational Instructors" Factor was added as a factor to the Monitoring Model.

The diagram on the following page shows the Program Content Component Factors.

FIGURE V

PROGRAM CONTENT COMPONENT FACTORS


PROGRAM
CONTENT
4.0
EDUCATIONAL
RESEARCH
4.1
EDUCATIONAL
RESOURCES
4.2
EDUCATIONAL
INSTRUCTORS
4.3

Instructional Methodology and Evaluation - 5.0

Determining the most effective means of transforming the program objectives and the program content into meaningful learning experiences for the student is the major responsibility of the instructor. However, not only does the instructor need to develop learning strategies to meet program objectives, these strategies have to be evaluated in terms of what the student did learn both quanitatively and qualitatively.

The factors that influence the Instructional Methodology and Evaluation Component are: Educational Research - 5.1, Educational Instructors - 5.2, Student Feedback - 5.3, and Societal Feedback - 5.4.

Educational Research - 5.1 The learning theories and the findings of educational research that has been completed on these theories have an influence on instructional methodology and evaluation.

Educational Instructors - 5.2 The educational background and work experience, both teaching and practical, of the individual instructor will have an influence on the teaching methodologies they select to present instructional content and the evaluation techniques that are used within a program to determine how well that content was taught and learned.

Funds and/or released time are made available to instructors at participating institutes to attend in-service programs, workshops, and/or conferences. These professional development activities help instructors to become aware of educational research that is being conducted or that had been completed, new textbooks that are available, new equipment being used in offices, and to provide the opporuntity for educators from different institutes to exchange ideas and to take back to their institutes "new ideas" for teaching secretarial programs.

Student Feedback - 5.3 Both the informal and the formal feedback received from students will have an influence on the teaching and evaluation methods used by an instructor. Formal feedback can be secured from graduates through the use of research techniques.

Data in Table 26, page 149, show that some of the respondents made use of surveys to their graduates to up date their instructional content, teaching and evaluation methodologies.

Societal Feedback - 5.4 As with student feedback, the feedback received from the members of business community with regard to a program's success can be either formal or informal. Formal feedback from employers can be secured through the use of such educational research techniques as surveys, questionnaires, or interviews.

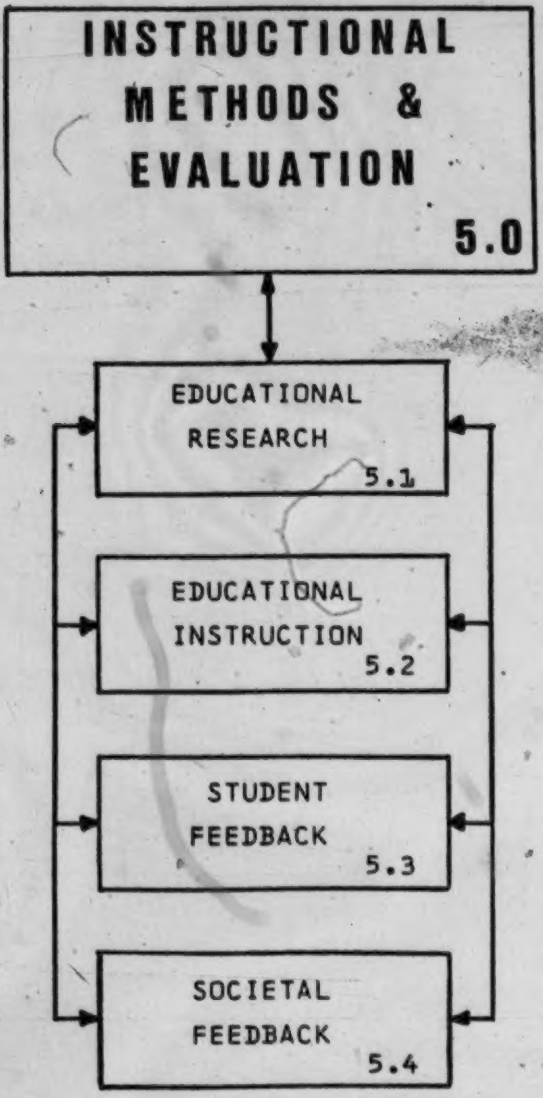
Informal feedback can be received through discussions with employers who have hired graduates of the program, placement officers, or Canada Employment Officers.

Data in Table 26 show that little use is made of surveys to businesses to develop, evaluate or change secretarial curriculum..

The diagram showing the Instructional Methods and Evaluation Factors is shown on the following page.

FIGURE VI

INSTRUCTIONAL METHODS AND EVALUATION COMPONENT FACTORS



INSTRUCTIONAL METHODS & EVALUATION
5.0
EDUCATIONAL RESEARCH
5.1
EDUCATIONAL INSTRUCTION
5.2
STUDENT FEEDBACK
5.3
SOCIETAL FEEDBACK
5.4

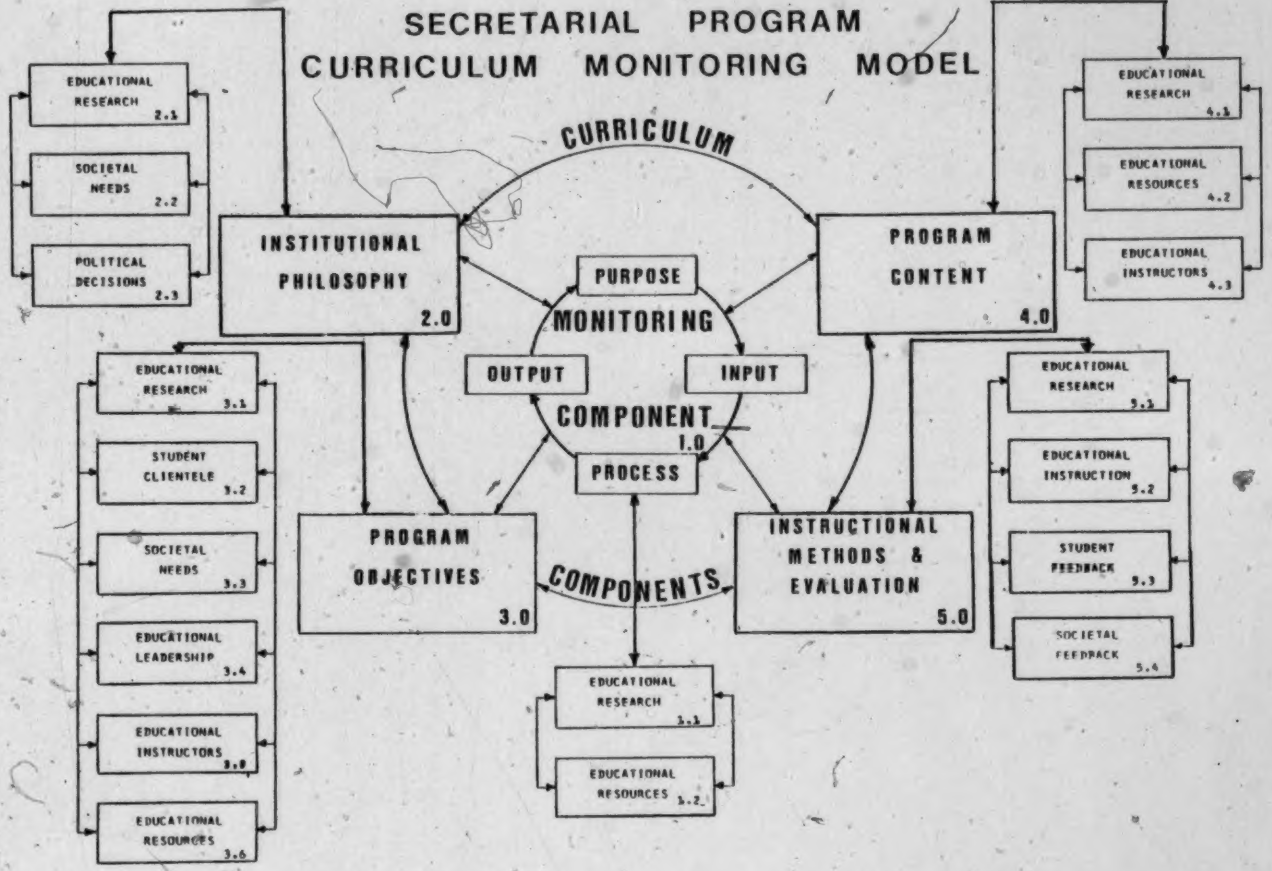
Figure VII shows the paradigm of the Model with Monitoring and Curriculum Components and the Factors that may influence the monitoring of any one component.

The factors that related to each curriculum component of the model are attached to the component with double headed arrows to show that an interrelationship exists between the component and the factors listed. The factors are attached with interlocking arrows to show that each factor of a component has an influence on all the other factors of the component.

The complete Secretarial Program Curriculum Monitoring Model with its five major components and their factors is shown on the following page.

FIGURE VII

SECRETARIAL PROGRAM
CURRICULUM MONITORING MODEL


EDUCATIONAL RESEARCH 2.1
SOCIETAL NEEDS 2.2
POLITICAL DECISIONS 2.3
INSTITUTIONAL PHILOSOPHY 2.0
CURRICULUM
PROGRAM CONTENT 4.0
EDUCATIONAL RESEARCH 4.1
EDUCATIONAL RESOURCES 4.2
EDUCATIONAL INSTRUCTORS 4.3
PURPOSE
MONITORING
OUTPUT
INPUT
COMPONENT 1.0
PROCESS
EDUCATIONAL RESEARCH 3.1
STUDENT CLIENTELE 3.2
SOCIETAL NEEDS 3.3
EDUCATIONAL LEADERSHIP 3.4
EDUCATIONAL INSTRUCTORS 3.5
EDUCATIONAL RESOURCES 3.6
PROGRAM OBJECTIVES 3.0
COMPONENTS
INSTRUCTIONAL METHODS & EVALUATION 5.0
EDUCATIONAL RESEARCH 5.1
EDUCATIONAL INSTRUCTION 5.2
STUDENT FEEDBACK 5.3
SOCIETAL FEEDBACK 5.4
EDUCATIONAL RESEARCH 1.1
EDUCATIONAL RESOURCES 1.2

CHAPTER VI

SUMMARY, MAJOR FINDINGS, AND RECOMMENDATIONS

The final chapter of this report presents a Summary of the Problem, the Research Methodology, the Major Findings of the Study and the Recommendations resulting from the research findings.

Summary of the Problem

The Problem Restated

The major problem of this study was to design a model which might be used to monitor the effectiveness of the secretarial programs' curricula that are offered at the post-secondary, non-university institutions in the Province of Alberta that deliver this kind of instruction to the learner.

Objectives of the Study

In addition to the major purpose of the study--to design a Secretarial Program Curriculum Monitoring Model--the study had the following supporting objectives:

1. To identify what curricula were available in the one-year secretarial programs in the post-secondary, non-university institutions in the Province of Alberta. See Tables 22 and 23, pages 133 and 140-142.

2. To determine what curricula changes in the secretarial programs have taken place over the last ten years and how these changes were initiated. See analysis of research data for Tables 24, 25, and 26, pages 144, 147, and 149.

3. To determine the opinions of the academic instructional staff who are responsible for teaching courses in secretarial programs on how curriculum changes should evolve in order to update or upgrade a particular program. See Table 27, pages 151-153, which shows this information.

4. To determine the opinions of administrative staff of secretarial programs on the methods that were presently being used to determine the effectiveness of the secretarial programs in participating institutes. This information is presented in Chapter 4, pages 132-153.

The Population

The population for this study included all those administrators (24) and instructional staff (65) who had responsibility for either administering or teaching secretarial programs in the institutes identified as post-secondary, non-university, institutes for this study and where the secretarial program was offered.

This population was not stratified because of its small size which was an "academic staff" of approximately 110 in the 16 institutes included in this study. The sixteen institutes included 10 Public Colleges, two Institutes of Technology, and four Alberta Vocational Centres:

Colleges

Fairview College
Grande Prairie Regional College
Grant MacEwan Community College
Keyano College
Lakeland College
Lethbridge Community College
Medicine Hat College
Mount Royal College
Olds College
Red Deer College

Institutes of Technology

Northern Alberta Institute of Technology
Southern Alberta Institute of Technology

Vocational Training Centers

Calgary
Edmonton
Grouard
Lac La Biche

Methodology

Instrumentation Following a review of the literature on instrumentation, a questionnaire was specially designed to collect the research data (see Appendix B). Prior to being used in the pilot study the research questionnaire was reviewed by a specialist in instrument design from the Department of Educational Psychology, Faculty of Education, University fo Alberta.

Pilot Study The questionnaire was distributed to a sample of instructors and administrators who were included in the total population. The individuals selected to be included in the pilot study were selected because they were readily available to the researcher and because they were knowledgeable about the secretarial programs.

The purpose of conducting the pilot study were: to determine if the items on the questionnaire were free from ambiguity; to determine if the proper sequence of questions was used; to determine the average amount of time it took pilot study participants to complete the instrument; and to determine the face validity and content validy of the statements that appeared on the questionnaire.

Collection of Data The researcher obtained a list of members from the Alberta Business Education Association and from this list identified one member, from each institution included in the study, who would serve as the intitial contact person at the participating institute. A letter and personnel form was sent to each contact person in each of the 16 institutes. The letter explained the purpose of the study and requested the following information: permission to include their institute in the study; a complete list of all personnel who either taught or administered the secretarial programs in their institutes; and a current institute calendar and/or course outlines for the secretarial programs that were offered.

Out of the 16 institutes contacted, 14 institutes provided the following: ten institute calendars and eight course outline booklets. Telephone communication to the two institutes that did not respond resulted in the selection of an alternate contact.

A package containing an instructional letter to the contact person, a covering letter to each respondent in that institute, the questionnaires, and the self-addressed, stamped, envelopes were mailed to the contact person in the 16 institutes. From the 113 questionnaires mailed out, 90 or 79.6% were returned. One questionnaire out of the 90 returned had to be eliminated.

Analysis of Data The information received on the 89 completed questionnaires was analyzed using the Statistical Package for the Social Sciences (SPSS) using the computer in the Division of Research Services of the Faculty of Education at the University of Alberta. Two programs were selected from the SPSS, one that would yield frequences and percentages and the other would yield correlations.

Major Findings

The findings of this study were presented in Chapter IV, Analysis of Data Collected with the Research Instrument, and in Chapter V, Proposed Model for Monitoring the Curriculum of a Secretarial Program. The summary of the major findings of this study are as follows:

Profile of Respondents

Data in Tables 1 to 13 inclusive show information regarding the respondents included in the research population. There were 65 instructors and 24 adminstrators included in the study. The majority, 65/89, 74.7% of the respondents were female and 39/89, 43.8% were between the ages of 30 and 40 years of age.

Sixty out of 75 (80%) respondents had baccalaureate degree or higher.

Seventy-two out of 88 respondents (81.8%) had six or more years teaching experience. Twenty out of 77 (26%) of the respondents had two or less years of secretarial work experience. The majority, 45/77 (58.5%) had between 3 to 15 years of experience in an office setting working as a secretary. Thirty-one of the 75 (41.4%) respondents indicated that they terminated their work experience in an office more than nine years prior to them becoming an instructor or an administrator in an educational institution. Fifteen of the 77 (19.5%) respondents had worked in an office in the past two years or less.

Seventy-two out of 89 respondents (80.9%) had attended workshops and /or conferences in the last two years.

Institute and Student Clientele Profile

Data in Tables 14 to 21 inclusive show information regarding the Institute and Student Clientele Profile.

There were 22 respondents from the four Alberta Vocational Centers, 51 respondents from the ten public colleges, and 16 respondents from the two Institutes of Technolgy.

The enrollment in the secretarial programs in the province in the post-secondary, non-university institutes ranges from over 150 students to 1 to 24 students.

There were a variety of entrance requirements required by students for admission into the secretarial programs offered at participating institutes. The largest number of respondents 31/85 (36.5%) indicated that for an applicant to be admitted to their program that an applicant had to meet any one of these entrance requirements--18 years of age or have adult status or have a diploma from high school.

The academic year in the institutes ranged from over 40 weeks to 26-28 weeks. The academic year was arranged in a variety of ways ranging from one continuous period of time to four semester or quarters. There were over six different grading systems used to evaluate student performance in the institutes. A variety of specializations were available in the different institutes and some institutes had available for their students advanced or diploma programs after the one-year secretarial program was completed.

Program Curriculum

Data in Tables 22 to 27 inclusive show information regarding Program Curriculum in the secretarial programs in the post-secondary, non-university institutes in the Province of Alberta.

There were a variety of program objectives for the secretarial programs. Seventy out of 86 (81.4%) respondents rated objective 9, to provide students with basic skills, and knowledge required for stenographice and clerical positions, as of "very high importance". Sixty-seven out of 84 (79.8%) respondents rated Objective No. 4, to prepare students for careers in business, industry, and government, as of "very high importance". Sixty-seven out of 85 (78.8%) respondents rated Objective No. 5, to prepare students for stenographic, clerical, receptionist, clerk-typist or bookkeeping positions, as of "very high importance".

Of the possible 20 courses titles listed, the majority of the respondents identified 11 course titles they considered to be compulsory in their programs. These course titles were: Typing, First Level; Typing, Second Level; Typing, Third Level; English, Basic; English/ Communications; Machines; Business Mathematics; Bookkeeping; Shorthand, Basic/Theory; Office Procedures; and Machine Transcription.

Factor No. 2, Individual Instructor's perceptions, was rated by 83.1% of the respondents as of either "high importance" or "very high importance in determining course content in the secretarial programs. Factor No. 10, Material and knowledge gained by instructors who attend workshops/conference, was rated by 73.2% of the respondents as of either "high importance" or "very high importance."

Course outlines were developed primarily by either "A committee of instructors who teach in same subject area" 25/82 (30.5%) or "All the instructors teaching the program have input into all the courses" 28/82 (34.1%).

Annual surveys to either businesses, graduates, or secretaries were generally not used to develop, evaluate or change secretarial program curiculum. Occasionally surveys to businesses were used by approximately 32.4% of the respondents while occasional surveys to former graduates were used by 37.9% of the respondents to change and/or evaluate and/or develop secretarial curriculum.

In response to statements dealing with curriculum development in the future, 61/73, 73.5%, of the respondents indicated "strong agreement" with statement 12, "Program curriculum development committees need input from businessmen, managers, secretaries, professional organizations, and business educators in order to be effective." There were 53/83 or 64.6% of the respondents who "strongly agreed" with statement number 11: "No one source of information on what are the characteristics and training needs of secretaries should be used to develop curriculum." There were 15/83 or 18.1% of the respondents who elected to answer this question who checked "strongly disagree" on statement number 5, "The Department of Advanced Education and Manpower should establish a committee that will coordinate the secretarial programs that are in the non-university post-secondary institutes in the Province of Alberta." Forty-three out of 84 (51.2%) of the respondents indicated "strong agreement" with statement number 3, "Business educators should have an opportunity to return to the work force on a regular basis for updaing their knowledge base."

Recommendations

A number of recommendations which arise out of the results of this study are presented in this section. These recommendations are presented in two major areas: recommendations arising from the design of the Secretarial Program Curriculum Monitoring Model and recommendations arising from the research data presented in Chapter IV of this report.

Care should be taken, however, not to make incorrect assumptions about the analysis of these data, or to infer more than is intended.

Secretarial Program Curriculum Monitoring Recommendations

This study attempted to design a monitoring model that could be used for the continuous evaluation of secretarial programs curricula in post-secondary, non-university institutes in the Province of Alberta. Included in this model are factors which influence the effectiveness of each curriculum component, and, therefore, the effectiveness of the total program. This model is a process and is open-ended to facilitate the addition of other factors which may be considered as having an influence on a curriculum component.

This monitoring process could be used to evaluate any curriculum component of the model. It was not the intent of this study to test the model that was designed as this would involve a continuous study over a longer period of time.

It should be noted, however, that because of the inter- and intra-relationship of the components and factors of the total model, that any monitoring activities should be conducted equally on all the curriculum components. This balance of evaluation processes becomes critical if the monitoring activities are used to hold the program accountable rather than being used for program development.

The researcher has formulated the following recommendations as a continuation of this study.

The instructional and administrative faculty in the post-secondary, non-university institutes in the Province of Alberta who teach in or administer a secretarial program presently have responsibility for and are involved in curriculum development for the secretarial programs. It is recommended that:

1. The application of this model be used to monitor the curricula of Secretarial Programs in the post-secondary, non-university institutes in the Province of Alberta to determine if it is effective or requires modification.

In order for instructors and administrators in the secretarial programs be kept up to date on the research findings of current educational research on curriculum development, it is recommended that:

2. Part of the content of Professional Development Programs include reports on the findings of educational research that are specifically related to curriculum development for business education programs.

There are a number of ways in which program objectives and course content are being selected in the different programs within the post-secondary, non-university institutes in the province. As this is a major responsibility of instructors in the secretarial programs, it is recommended that:

3. Business education instructors and administrators must become active in curriculum development and curriculum evaluation activities that may influence the effectiveness of their programs.

Curriculum development and curriculum evaluation activities by instructors and administrators can only be effective if these activities receive the full support of the administration within each institute. Therefore, the following recommendation is made:

4. That Post-secondary, non-university institutes' administrators must provide financial and personnel support for curriculum development and curriculum evaluation activities of their staff responsible for administrating or teaching a secretarial program.

The curriculum development and curriculum evaluation activities in post-secondary non-university institutes can only be achieved with the support of the Department of Advanced Education and Manpower. It is recommended that:

5. The Department of Advanced Education and Manpower take an active leadership role by providing financial support and recognition to business educators in the post-secondary, non-university institutes for their work in curriculum development of secretarial programs.

Recommendations from Research Data

The following recommendations are made as a result of research data from this study. It is recommended that:

1. That Post-secondary, non-university institutes review their professional development policies and that the opportunity be made available to instructors to return to the work force on a regular basis for upgrading their knowledge about secretarial careers and to learn of the most recent innovations in the world of business.

2. That Post-secondary, non-university institutes provide professional development time as well as financial assistance to instructors for them to attend seminars, workshops, and conferences that will assist them with curriculum development activities for secretarial programs.

3. That administrators of institutes and administrators of Secretarial Programs in particular review the evaluation and grading systems presently being used for these programs. At the time of this study five or more different grading systems were in use in the 16 institutes who participated in the research. This "57" variety approach to evaluating student performance may cause some difficulty for students transfering from one post-secondary institution to another and/or cause employers difficulty in interpreting student achievements.

4. That administrators of institutes and administrators of Secretarial Programs critically review the use of Advisory Committees for designing and evaluating program curricula.

5. That instructors and administrators of Secretarial Programs become more active in their lobbying efforts with government officials and administrators of the Department of Advanced Education and Manpower to make the individuals acutely aware of the needs of business education curriculum development.

Recommendations for Further Studies

The scope of this study was very broad and included many areas of research which were not investigated but which could be consider for further study. Based on the findings of the research, the researcher recommends that the following studies be undertaken.

The model developed as a result of this study be pre-tested in an actual evaluation setting to determine if the model is realistic.

A research investigation be made to determine the validity of a common system of grading to be used with all secretarial programs. This recommendation is made to reduce the number of grading systems used.

An investigation be made to design reliable instruments that could be used to secure both student and society feedback on both program objectives and course content. This recommendation is made because validated instruments for secretarial programs do not exist.

A study be made of the role and function of Advisory Committees for Secretarial Programs to determine whether or not the terms of reference established for these committees is realistic.

An objectives writing team be established to write general objectives for the Secretarial Program that are realistic and relevant.

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BIBLIOGRAPHY

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APPENDIX A
COVERING LETTERS

This appendix includes a sample copies of the following letters: letters that were sent to each contact person with attached personnel form, letters that were sent to the pilot study respondents, the instructional letters that were sent to the contact persons, and the individual letters that were sent to each respondent with the questionnaire which is included in Appendix B.

GRANDE
PRAIRIE
PER GRADUS AD MAIUS
REGIONAL
COLLEGE

Letter No. 1 - sent to individual
contacts within the institutes

GRANDE PRAIRIE, ALBERTA T8V 4C4 - TELEPHONE (403) 532-8830

Box 275
Grande Prairie, AB
T8V 3A4

(address to individuals)

Dear :

I am writing to ask for your help and cooperation in completing the research for my thesis which I am presently working on as part of my Masters Degree from the University of Alberta.

I have chosen the following topic: "Developing a Curriculum Model for one-year Secretarial Science Certificate Programs in Post-Secondary Non-University Institutes in Alberta." I feel that this is a very relevant topic to the work we are attempting to do in this province at our various institutes. With the rapid changes in technology and job requirements of the secretarial work force, it is imperative that we as educators attempt to change our curriculum to meet the needs of our students as well as business and industry. It is my hope that through this study there will be a consenses of opinion among those who are the administrators and instructors of such programs that will give us direction to improve the curriculum in our programs. The results of this study I will be willing to share with you.

Would you please fill out the attached questionnaire and return it to me at your earliest convenience in the enclosed envelope. As you can see from the questionnaire I am requiresing two things: 1. the names and positions of all personnel within your institute who either administer or instruct within the secretarial science program and permission to send questionnaires for them to fill out and 2. your latest institutional calendar giving a description of your program and/or course outlines for the first year courses.

It is my hope to have this study completed by the fall and the questionnaires in your hands within the next month. If you have any questions about this study, you can contact me at the college by phoning 532-8830, Ext. 232 or at home 532-2575. I have received permission from the college to have mail sent to me by courier service from the institutes that use this service.

I look forward to hearing from you.

Yours truly,

Irene Nicolson, Secretarial Science Instructor
Enc. (1)

(Attached to Letter No. 1)

THESIS SURVEY NO. 1 - Irene J. Nicolson

Please complete and return to Irene Nicolson as soon as possible in the enclosed self-addressed envelop.

INSTITUTE ____

ADMINISTRATORS (Please list all administrators who are responsible for the secretarial programs in your institute to a maximum of three levels starting with the lowest level.)

NAME	POSITION

INSTRUCTORS/TEACHERS (Please list all instructors who teach in your secretarial science program or equivalent programs.)

Please use reverse side for any additional names.

NAME	YEARS OF TEACHING EXPERIENCE

PROGRAM CALENDARS AND/OR COURSE OUTLINES - Please check if applicable

I am enclosing our latest calendar ____

I am enclosing course outlines ____

I will forward at a later date calendar ___/course outlines ____.

GRANDE
PRAIRIE
PER GRADUS AD MAIUS
REGIONAL
COLLEGE

Letter No. 2 - sent to individuals who
were part of the pilot project.

GRANDE PRAIRIE, ALBERTA T8V 4C4 - TELEPHONE (403) 532-8830

1980 04 29

(Addresses to individual contacts)
Dear :

Thank you for agreeing to be a part of my pilot project for my thesis questionnaire.

The topic of my thesis is "Developing a Curriculum Model for the one-year Secretarial Certificate Programs in the Post-Secondary, Non-University Institutes in Alberta." Therefore, the questionnaire is directed to all the Alberta Vocational Centres (A.V.C.), the colleges, and the two institutes of technology. For the purpose of this questionnaire the total population of my research will be referred to as "institutes".

The questionnaire deals only with the one-year programs as many of the institues only have one-year programs.

The questionnaire is divided into three main sections: Part A - Respondent's Profile, Part B - Institutes and Student Clientele Profiles, and Part C - Program Curriculum. Although the questionnaire looks extremely long, most questions require only a check mark and hopefully will not require an excessive amount of your time. I would request that you feel free to add your comments to each section where space is provided.

Pleas evaluate the questionnaire keeping in mind the following points:

1. Are there any questions that are ambiguous or difficult to understand?
2. Are the questions sequenced properly?
3. Approximately how much time was required to complete the questionnaire?

I would appreciate your returning the questionnaire to me at your earliest convenience. I have provided a self-addressed envelope. Please return by courier service if your institute has this available.

Yours truly,

Irene Nicolson
Enc. Questionnaire
Envelope

GRANDE
PRAIRIE
PER GRADUS AD MAIUS
REGIONAL
COLLEGE

Letter No. 3 - sent to contact along
with the questionnaires.

GRANDE PRAIRIE, ALBERTA T8V 4C4 – TELEPHONE (403) 532-8830

1980 05 14

(Addresses to individual contacts)
Dear :

Thank you very much for agreeing to be my contact person at your institute. Enclosed you will find questionnaires and letters that I would ask that you distribute to the instructors and administrators directly involved in the secretarial programs.

The topic I have selected for my thesis is "Developing a Curriculum Model for the One-year Secretarial Certificate Programs in the Post-Secondary Non-University Institutes in Alberta." Therefore, the questionnaire is directed to Alberta Vocational Centres, the colleges, and the two institutes of technology. For the purpose of this research, the total population of my research will be referred to as "institutes". The research deals specifically with one-year programs only.

The questionnaire for this study is divided into three main sections: Part A - Respondent's Profiles, Part B - Institutes and Student Clientele Profiles, and Part C - Program Curriculum. Although the questionnaire looks rather long, most questions require only a check mark. The results of the pilot study show that it takes less than 30 minutes to complete the questionnaire. I would request that you feel free to add your comments to each section where space is provided.

Will you please encourage the respondents from your institute to return the questionnaire to me by May 30, 1980. All information provided to the researcher will be treated as privileged information. Thank you for your help and cooperation. If I have not provided sufficient questionnaires, please let me know or feel free to duplicate extra copies.

Yours truly,

Irene Nicolson, Instructor
Enc. 1. Questionnaires
2. Letters
3. Envelopes

Letter No. 4 - sent to individual along
with the questionnaires.

GRANDE
PRAIRIE
PER GRADUS AD MAIUS
REGIONAL
COLLEGE

GRANDE PRAIRIE, ALBERTA T8V 4C4 - TELEPHONE (403) 532-8830

1980 05 14

(Addresses to individual contacts)
Dear :

In addition to teaching in a Secretarial program at this College I am also completing the requirements for a Master's Degree at the University of Alberta. Part of the requirement for that Degree is to complete a Thesis. Because of my interest in curriculum design and development the topic I have selected is "Developing a Curriculum Model for the one-year Secretarial Certificate in Post-Secondary Non-University Institutes in Alberta."

The small number of Alberta Vocational Centres, Colleges and Technical Institutes that offer a one-year secretarial program, makes it possible to include all of them in the research. As either an Instructor or an Administrator of such a program, I would like you to participate in this study by completing the enclosed research questionnaire. As a participant all you have to do is complete the questionnaire and place it in the enclosed self-addressed, stamped envelope and return it to me no later than May 30, 1980. At that time an analysis will begin of the data that have been collected. The results of a pilot study show that the questionnaire can be completed in in less than half an hour.

All information that is provided to me will be treated as privileged information and will be destroyed when the study is concluded.

A copy of the Research Abstract will be sent to those who participate in the study.

Yours truly,

Irene Nicolson
Instructor

Enc.

APPENDIX B
QUESTIONNAIRE

In this appendix can be found a sample copy of the research questionnaire that was used to collect data for the study.

QUESTIONNAIRE

SECRETARIAL PROGRAMS CURRICULUM DEVELOPMENT

Secretarial programs have been in operation in public sponsored, non-university, post-secondary institutions in the province of Alberta for over a decade, but little research has been carried out to monitor the effectiveness of these programs, at least on a provincial-wide basis.

Many changes have taken place in business practices in recent years and these changes are occurring at an accelerated rate. The secretarial program curricula that was designed and incorporated a decade ago may not be as relevant or as effective in meeting today's needs as it could be.

This research is being undertaken to determine how curriculum is developed and evaluated in the post-secondary, non-university institutes in the Province of Alberta in the secretarial one-year programs.

This questionnaire that was designed for this study is divided into three main sections: Part A - Respondent's Profile, Part B - Institutes and Student Clientele Profiles, and Part C - Program Curriculum. Although the questionnaire looks rather long, most statements can be answered with a check mark and hopefully will not require an excessive amount of your time to complete. Pilot study participants took an average of 30 minutes to complete the questionnaire.

No one is better prepared than you, the instructors and administrators of secretarial programs, to provide the researcher with knowledge of the programs within the various institutes in the Province of Alberta. Please complete the questionnaire to the best of your ability and personal convictions. If important aspects of this questionnaire have been overlooked, please make a note of them at the end of each section of the questionnaire where space has been provided.

Please return the completed questionnaire by May 30, 1980 in the self-addressed, stamped, envelope.

PART A - RESPONDENT'S PROFILE

FOR OFFICE USE ONLY

The objective of this section of the questionnaire is to obtain information about the instructors and administrators who are employed in the institutes in the post-secondary, non-university Alberta Vocational Centres, the colleges, and the technical institutes, relevant to education, experience, etc.

Please check the appropriate space.

I. POSITION PRESENTLY HELD

___ 1. Full-time Instructor
___ 2. Part-time Instructor
___ 3. Full-time Administrator
___ 4. Part-time Administrator/Part-time Instructor
___ 5. Other, (Please specify) ____________________
____

II SEX

___ 1. Male ___ 2. Female

III. AGE

___ 1. 30 years of age or younger
___ 2. 31 to 40 years of age
___ 3. 41 to 50 years of age
___ 4. 51 to 60 years of age
___ 5. 61 to 65 years of age
___ 6. 66 years of age or older

IV. INSTITUTES WHERE PRESENTLY EMPLOYED

___ 1. A.V.C. - Calgary
___ 2. A.V.C. - Edmonton
___ 3. A.V.C. - Grouard
___ 4. A.V.C. - Lac La Biche
___ 5. Fairview College
___ 6. Grande Prairie Regional College
___ 7. Grant MacEwan Community College
___ 8. Keyano College
___ 9. Lakeland College
___10. Lethbridge College
___11. Medicine Hat College
___12. Mount Royal College
___13. Northern Alberta Institute of Technology
___14. Olds College
___15. Red Deer College
___16. Southern Alberta Institute of Technology

V. EDUCATION - HIGH SCHOOL/POST-SECONDARY

Please indicate the secretarial/business education you received before entering the teaching profession.

___ 1. High School Secretarial Business Education
___ 2. One-year Public Post-Secondary Secretarial Business Education
___ 3. Two-year Public Post-Secondary Secretarial Business Education
___ 4. Private Secretarial Business Education College
___ 5. Secretarial Business Education Major at University
___ 6. Secretarial Business Education Minor at University
___ 7. No formal Secretarial Business Education training
___ 8. Other, (please specify)

____

____

VI. UNIVERSITY EDUCATION

Please indicate the highest degree you possess as recognized by the Province of Alberta or the institute where presently employed.

___ 1. B.A.
___ 2. B. Ed.
___ 3. B. Com.
___ 4. B. Ed. (Bus. Ed.Major)
___ 5. B. A. plus B. Ed.
___ 6. B. Ed. or B. Com. plus Diploma or one year towards Master's Degree
___ 7. M. Ed.
___ 8. D. Ed.
___ 9. Ph. D.
___ 10. Other, (please specify)

____

VII. WORK EXPERIENCE

Please indicate the total amount of secretarial work experience that you have. (round off to nearest year)

___ 1. less than 2 years
___ 2. 3 - 5 years
___ 3. 6 - 10 years
___ 4. 11 - 15 years
___ 5. 16 - 20 years
___ 6. over 20 years

Please indicate approximately how recent your secretarial work experience is. (round off to nearest year)

___ 1. less than 2 years
___ 2. 3 - 5 years ago
___ 3. 6 - 8 years ago
___ 4. 9 - 11 years ago
___ 5. 12 - 14 years ago
___ 6. 15 - 18 years ago
___ 7. 19 - 21 years ago
___ 8. over 22 years ago

VIII. TEACHING EXPERIENCE

Please indicate the number of years you have been teach/instructing in the institute in which you are presently employed. (round off to nearest year)

___ 1. 25 or more years
___ 2. 20 to 24 years
___ 3. 15 to 19 years
___ 4. 10 to 14 years
___ 5. 6 to 9 years
___ 6. 3 to 5 years
___ 7. 1 to 2 years
___ 8. less than one year

Please indicate the total number of years of teaching/instructing experience that you have. (round off to nearest year)

___ 1. 25 or more years
___ 2. 20 to 24 years
___ 3. 15 to 19 years
___ 4. 10 to 14 years
___ 5. 6 to 9 years
___ 6. 3 to 5 years
___ 7. 1 to 2 years
___ 8. less than one year

IX. CURRICULUM COURSES

Please indicate the number of curriculum development or program development courses you have completed at the university level.

___ 1. over 10 courses
___ 2. 7 to 9 courses
___ 3. 4 to 6 courses
___ 4. 1 to 3 courses
___ 5. none

X. PROFESSIONAL DEVELOPMENT

Please indicate the professional organizations of which you are a member.

___ 1. Alberta Business Educators' Association
___ 2. Business Education Council - A.T.A.
___ 3. National Secretaries' Association
___ 4. National Business Education Association
___ 5. Canadian Association of Business Education Teachers
___ 6. Chamber of Commerce
___ 7. Phi Delta Kappa
___ 8. Others, (please specify) ____________________

____

Have you attended a workshop or conference on business education in the past two years?

___ 1. yes
___ 2. no

PLEASE ADD ANY COMMENTS ON THIS SECTION ON THE BACK OF THIS PAGE.

PART B - INSTITUTE AND STUDENT CLIENTELE PROFILES

The objective of this section of the questionnaire is to obtain information as to where there are similarities and differences amoung the institutes included in this study reagarding enrollment, entrance requirements, grading systems, etc.

I. STUDENT ENROLLMENT

Please indicate the approximate number of full-time students registered in the one-year secretarial programs in your institute during the 1979-80 terms.

___ 1. over 150
___ 2. 125 to 149
___ 3. 100 to 124
___ 4. 75 to 99
___ 5. 50 to 74
___ 6. 25 to 49
___ 7. 1 to 24

II. ENTRANCE REQUIREMENTS

Please indicate the entrance requirements that must be met by a student in order to be admitted to the one-year program.

___ 1. Completed grade 10
___ 2. Completed grade 11
___ 3. 17 years of age plus one year out of school
___ 4. 18 years of age or adult status or High School Diploma
___ 5. High School Diploma
___ 6. High School Diploma plus successful completion of entrance tests. Please specify tests:

____

___ 7. High School Diploma with minimum grades in specific subjects, please specify subjects and minimum grades:

____

____

___ 8. Other, (please specify) ______________________________

____

____

III. ACADEMIC YEAR LENGTH FOR ONE-YEAR PROGRAMS

___ 1. over 40 weeks (please specify) ______________
___ 2. 38 to 40 weeks
___ 3. 35 to 37 weeks
___ 4. 32 to 34 weeks
___ 5. 29 to 31 weeks
___ 6. 26 to 28 weeks
___ 7. less than 25 weeks, (please specify) ______________

Please indicate how the academic year of your institute is organized.

___ 1. one continuous period of time
___ 2. two semesters
___ 3. three semesters or quarters
___ 4. four semesters or quarters
___ 5. on a weekly bases
___ 6. other, (please specify) ____________________

____

IV. GRADING SYSTEM

Please indicate the grading system used in your institute.

___ 1. percentile
___ 2. nine point (1-9)
___ 3. 0 to 4
___ 4. pass, honors, incomplete
___ 5. A, B, C, D, & F
___ 6. Other, (please specify)

____

In the above grading system, what minimum grade is considered a pass?

____

V. SPECIALIZATIONS

Please indicate what specializations are available to students enrolled in the one-year secretarial programs in your institute.

___ 1. Shorthand or Accounting
___ 2. Accounting, Data Processing, or Receptionist-typing
___ 3. Receptionist-typist or Secretary-Stenographer
___ 4. Accounting or Administrative
___ 5. No specialization
___ 6. Other specializations, (please specify)

____

____

VI. ADVANCED OR DIPLOMA PROGRAMS AVAILABLE

Please indicate if there is a second-year/diploma program which students who successfully complete the first year are able to take at your institute.

___ 1. yes ___ 2. no

PLEASE ADD ANY COMMENTS ON THIS SECTION HERE .

PART C - PROGRAM CURRICULUM

The objective of this section of the questionnaire is to determine whether there is a core curriculum in the one-year secretarial programs or to what extent the insitutes agree on the core curriculum; to determine how curriculum is developed, changed, or evaluated in the institutes in the Province of Alberta.

I. PROGRAM OBJECTIVES

Below are a list of possible program objectives. To what extent do each of these apply to your institute? Please rate them according to the following scale.

RESPONSE KEY
1. Of no importance or not applicable
2. of low importance
3. of medium importance
4. of high importance
5. of extremely high importance

1.	to provide training for the secretarial job market in own area	1	2	3	4	5
2.	to provide basic skills in business subjects	1	2	3	4	5
3.	to provide remedial courses and training for students who do not meet entrance requirements	1	2	3	4	5
4.	to prepare students for careers in business, industry, and government	1	2	3	4	5
5.	to prepare students for stenographic, clerical, receptionist, clerk-typists, or bookkeeping positions	1	2	3	4	5

PROGRAM OBJECTIVES continued

RESPONSE KEY
1. of no importance or not applicable
2. of low importance
3. of medium importance
4. of high importance
5. of extremely high importance

6.	to prepare students for employment as accountants or accountant assistants	1 2 3 4 5
7.	to prepare students for legal offices	1 2 3 4 5
8.	to prepare students for medical offices	1 2 3 4 5
9.	to provide students with basic skills, and knowledge required for stenographic and clerical positions	1 2 3 4 5
10.	to provide refresher courses for students with previous training	1 2 3 4 5
11.	to provide students with an opportunity to develop good human relations and good inter-personal relationship skills	1 2 3 4 5
12.	to provide training for secretaries already in the work force in order that they may be kept up to date on the changes taking place in the office	1 2 3 4 5
13.	to provide high school students with business training the opportunity to further their training	1 2 3 4 5
14.	to provide students with basic knowledge and skills which can be expanded through further training or job experience	1 2 3 4 5
15.	______________________________ ______________________________	1 2 3 4 5
16.	______________________________ ______________________________	1 2 3 4 5
17.	______________________________ ______________________________	1 2 3 4 5

II. COURSE CONTENT

Please indicate by circling the appropriate number the status of the following courses in the program of studies of the one-year secretarial program in your institute using the following criteria:

1 - Required or Compulsory Course in the program
2.- Option -- but students are encouraged to take
this course
3. Free Option - students are free to choose this course.
4 - A pre-requisite for entry into the program
5 - Not included in the one-year program
☐ - please check the box at the end of each course
if you are planning to include this course next
year, 1980-81.

Please note the description is include merely as a guide, exact content or exact minimum standards should only be looked at as guide and not an absolute standard.

	REQUIRED --	OPTION ----	FREE OPTION -	PREREQUISITE-	NOT INCLUDED-	NEXT YEAR --
1. TYPING - First level, Beginning or Elementary - keyboard mastery, approximately 25 net words per minute	1	2	3	4	5	☐
2. TYPING - Second level/Intermediate - approximately 45 net words per minute	1	2	3	4	5	☐
3. TYPING - Third level/Advanced - approximately 55 net words per minute	1	2	3	4	5	☐
4. ENGLISH, Basic/Elementary - grammar punctuation, vocabulary building, etc.	1	2	3	4	5	☐
5. ENGLISH/COMMUNICATIONS - letter writing report writing, oral communications, listening skills, etc.	1	2	3	4	5	☐
6. MACHINES - use of ten-key adding machine, electronic calculators, etc.	1	2	3	4	5	☐
7. BUSINESS MATHEMATICS - adding, subtracting, multiplying, division, decimals, percentage, fractions, etc.	1	2	3	4	5	☐
8. BOOKKEEPING - accounting cycle, payroll, bank reconciliation statements, etc.	1	2	3	4	5	☐

II. COURSE CONTENT - continued

		REQUIRED	OPTION	FREE OPTION	PREREQUISITE	NOT INCLUDED	NEXT YEAR
9.	ACCOUNTING - accepted for credit towards R. I. A., C. G. A., C. P. A. or university transferable.	1	2	3	4	5	☐
10.	SHORTHAND - Basic/Theory - approximately 80 words per minute on practiced material	1	2	3	4	5	☐
11.	SHORTHAND - Second Level/Dictation and Transcription - 80 words per minute for three minutes, unpracticed material	1	2	3	4	5	☐
12.	OFFICE PROCEDURES - basic office organization mail, telephone, travel, filing, meetings, etc.	1	2	3	4	5	☐
13.	MACHINE TRANSCRIPTION - produce mailable and/or timed production from machine dictated material	1	2	3	4	5	☐
14.	LEGAL OFFICE PROCEDURES	1	2	3	4	5	☐
15.	DATA PROCESSING - concepts and/or hands on experience with D. P. equipment	1	2	3	4	5	☐
16.	WORD PROCESSING - concepts and/or hands on experience with W.P. equipment	1	2	3	4	5	☐
17.	MEDICAL OFFICE PROCEDURES	1	2	3	4	5	☐
18.	ADMINISTRATIVE MANAGEMENT	1	2	3	4	5	☐
19.	WORK EXPERIENCE - on the job training	1	2	3	4	5	☐
20.	WORK SIMULATION - model office	1	2	3	4	5	☐
21.	Please add any additional courses that are offerred to the one-year students through your program.						
21.	______________________________	1	2	3	4	5	☐
22.	______________________________	1	2	3	4	5	☐
23.	______________________________	1	2	3	4	5	☐

III. CURRICULUM EVALUATION

In your institute, when course content is being reviewed or changed, how important do you think the following are in influencing any changes that may take place. Circle the appropriate number using the following criteria:

RESPONSE KEY

1 - of no importance
2 - of low importance
3 - of medium importance
4 - of high importance
5 - of extremely high importance
0 - no basis on which to judge

		NO IMPORTANCE	LOW IMPORTANCE	MED. IMPORTANCE	HIGH IMPORTANCE	EXTREMELY HIGH	NO BASIS
1.	Content of textbook being used	1	2	3	4	5	0
2.	Individual instructor's perceptions	1	2	3	4	5	0
3.	Results of follow-up surveys of graduates	1	2	3	4	5	0
4.	Results of follow-up surveys of businesses	1	2	3	4	5	0
5.	Course outlines from other institutes in the Province of Alberta	1	2	3	4	5	0
6.	Advisory Committee recommendations	1	2	3	4	5	0
7.	Course outlines from other institutes in Canada	1	2	3	4	5	0
8.	Course outlines, brochures, calendars from institutes in the United States	1	2	3	4	5	0
9.	Course content of university courses completed by instructors	1	2	3	4	5	0
10.	Material and knowledge gained by instructors who attend workshops and conferences	1	2	3	4	5	0
11.	High School curriculum guides	1	2	3	4	5	0
12.	Visits to businesses in your service area	1	2	3	4	5	0
13.	Knowledge gained by instructors who have returned from a sabbatical as a member of work force	1	2	3	4	5	0
14.	Knowledge gained by having exchange instructors from other institutes	1	2	3	4	5	0

III. CURRICULUM EVALUATION - continued

	NO IMPORTANCE	LOW IMPORTANCE	MED. IMPORTANCE	HIGH IMPORTANCE	EXTREMELY HIGH	NO BASIS
15. Knowledge gained from newly appointed instructors	1	2	3	4	5	0
16. Knowledge gained by instructors in the work force prior to becoming instructors	1	2	3	4	5	0

Please indicate who develops course outlines in your institute by checking one of the following:

___ 1. Instructors teaching the course independent of other instructors teaching in the same subject area.

___ 2. A committee of instructors who teach in the same subject area.

___ 3. A committee of instructors who teach in a variety of subject areas.

___ 4. A committee of instructors and administrators.

___ 5. All the instructors teaching the program have input into all the courses.

___ 6. A committee of instructors, administrators and Advisory Committee members.

___ 7. Other, (please specify) ______________________

____

Please circle the appropriate letter to indicate whether the following procedures are used in your institute to (D) develop, (E) evaluate, and/or (C) change curriculum in the secretarial programs. Check (NA) if the method described is not used at all. You may circle one to three letters.

	DEVELOP	EVALUATE	CHANGE	NOT USED
1. Annual surveys are sent to businesses in the service area.	D	E	C	NA
2. Annual surveys are sent to former graduates of the program.	D	E	C	NA
3. Annual surveys are sent to secretaries in the work force.	D	E	C	NA
4. Occasional (every third or fourth year) surveys are sent to businesses in the service area.	D	E	C	NA
5. Occasional (every third or fourth year) surveys are sent to former graduates.	D	E	C	NA
6. Please specify other methods used to develop, evaluate or change curriculum. ____________________________ ____________________________	D	E	C	NA
7. ____________________________ ____________________________	D	E	C	NA

IV. CURRICULUM DEVELOPMENT IN THE FUTURE

Please evaluate the following statements by circling the appropriate number using the following criteria:

RESPONSE KEY

1. Strongly Agree
2. Agree
3. Undecided (Neither)
4. Disagree
5. Strongly Disagree

	SA	A	U	D	SD
1. Business educators instructing in post-secondary institutes are well informed about the changes taking place in the business office.	1	2	3	4	5
2. There should be a provincial resource centre established to help business educators in the post-secondary institutes with curriculum development.	1	2	3	4	5
3. Business educators should have an opportunity to return to the work force on a regular bases for updating their knowledge base.	1	2	3	4	5
4. Post-secondary institutes should continue to have complete autonomy in setting up their secretarial programs and courses.	1	2	3	4	5
5. The Department of Advanced Education and Manpower should establish a committee that would coordinate the secretarial programs that are in the non-university post-secondary institutes in the Province of Alberta.	1	2	3	4	5
6. Funds should be made available from the Department of Advanced Education and Manpower to professional business associations to help in researching and coordinating curriculum development for business education in the Province.	1	2	3	4	5
7. To give greater public recognition and status to the institutes' secretarial certificates currently being given graduates, a new certificate that would be provincial wide be granted. The provincial certificate would be issued after the student successfully completes provincial tests that have been established by a committee.	1	2	3	4	5

CURRICULUM DEVELOPMENT IN THE FUTURE - Continued

		SA	A	U	D	SD
8.	A provincial committee should be established to review articulation between business education programs offered at the secondary school level with business education programs offered at the non-university post-secondary institutes	1	2	3	4	5
9.	Questionnaires sent to secretaries who are in the work force provide one source of information for curriculum development.	1	2	3	4	5
10.	Businessmen and managers have only a limited perspective on how secretaries should be trained.	1	2	3	4	5
11.	No one source of information on what are the characteristics and training needs of secretaries should be used to develop curriculum.	1	2	3	4	5
12.	Program curriculum development committees need input from businessmen, managers, secretaries, professional organizations, and business educators in order to be effective.	1	2	3	4	5

PLEASE ADD ANY COMMENTS ON THIS SECTION HERE

The researcher wishes to thank you for your time in answering this questionnaire.

APPENDIX C

Verbatim Responses of Research Participants to the Open-Ended Questions of Part C - Program Curriculum as well as Comments that participants made relating to the questionnaire are found in the appendix.

PART C - PROGRAM CURRICULUM

I. Program Objectives

It would be very difficulut not to score 5 for most, since the objectives are common to all institutes.

Re-evaluating programs(s) at present--our clientele from the work force (evening students) is to be our major focus in the coming years.

to train students as rapidly as possible to meet acceptable standards in clerical field in a rapidly expanding town with high turnover.

to provide secretarial training that will produce competent employees for any geographical area (English speaking only).

II. Course Content

Spelling and Vocabulary

In that several programs exist within the umbrella of Business Education, the response in and instance may not apply to all programs and vice versa.

Personal Development

Personal Development

Life Skills Modules
Personal Development

Spelling and Vocabulary

Economics ("Acctg. for General Bus." course only)

Medical Dictatyping
Legal Dictatyping
Medical Office Record Keeping

Professional Development
Payroll Acctg. 1 Human Relations
Administr. Office Principles

Marketing 20

Filing and Reprographics
Intermediate Bkkpg. Payroll II
Accounts Payable & Receivable

Payroll (one-write system)
Accounts Payable
Accounts Receivable

Course Content cont.

Personal Development
Filing
Human Relations

Human Relations
Personal Development

Personal Development (approx. 30 hours)
Visiting Lecturers - Assertiveness Sessions, Clothing Sessions (D.H. Economist, Job Interview "Role Playing"
Human Relations

Human Relations
Speech

Introduction to Business for Secretaries
A second level of Accounting

III. Curriculum Evaluation

Part two -

Coordinator and Senior Instructor

Coordinator and Senior Instructor

Individual Instructor and Advisory Committee

Advisory Committee, other Instructors and Dept. Head have input

Instructors teaching the course in consultation with other instructors teaching in the same subject area.

Director from main campus with individual variations according to training, personality, etc. of instructor.

All of these groups meet before course content is finalized.

Initial development is as per 1 above but all others from 2 - 6 have impact throughout the curriculum review and approval by our Academic Council.

All instructors try to establish that items we all feel should be included in the 1-yr. program are, in fact, taught in one or another of our courses.

III. Curriculum Evaluation - cont.

Part three -

Evaluation of new texts, kits, etc., current literature

Present student feedback

Advisory Committees

Attendance at various professional development seminars

Talking with former students

Advisory Committee recommendations

Working in field by instructor and contacts to people working as medical secretaries.

Staff turnover in our area makes it difficult to (1) undertake surveys, (11) encourage sustained P.D. efforts. A more comprehensive professional development program is very badly needed.

Advisory Committee

Occasional surveys are sent to secretaries in the work force.

Use of an advisory committee to change course content.
Personal contact with employers.

Instructors discuss, evaluate, etc. their courses at the end of the year.

Instructor input--lobbying to have changes made. Seems difficult to change some of the old ideas. Money is also a problem where expensive machinery is required; e.g. data processing; word processing.

Personal interview with business people and other professional colleagues. Internal Evaluation instruments utilizing current students.

Formal program evaluation model used on a periodic basis.

Student Evaluation
Business Men's Night at the College

Surveys done by our student placement office annually.

Informal contact with graduates. All students are interviewed approximately two weeks prior to the completion of the program and course content and changes they would like to see in the total program are discussed. Course evaluation are also an excellent criteria for changing, evaluating, and developing courses.

III. Curriculum Evaluation

Part three - continued

Advisory Committee

Conferences
Speaking with people in business world

Department Workshops/Program Evaluation Events
Feedback from Business/Office Conferences/Equipment Shows

Advisory committee, current periodicals, etc. workshops, conferences.

Feedback from students on work experience.

Advisory Committee
Contributions of staff members from experience, seminars, literature, etc.
Contact with graduates on an on-going basis.

IV. Curriculum Development in the Future

(8) There is a provincial committee on Articulation and Transfer. We had the chairman of this committee chair a panel on articulation at a dinner meeting at NAIT two (three) years ago, for the ABEA Edmonton area. It was well received. However, this Committee deals only with articulation and transfer at the post-secondary level. It is difficult to envisage how such a committee could operate between the secondary and post-secondary level, since the secondary levels are not required to meet any provincial standard set by the Dept. of Education, by way of being tested (as suggested by question 7).

(7) This question makes a value judgment at the beginning--in whose opinion would provincial tests give greater public recognition and status, etc. Programs have to meet the requirements of the particular locale in which their graduates are employed. The provincial test would have to be set at the lowest common denominator, so to speak, in order to satisfy a province-wide requirement of the employers. Employers in outlying areas may have different expectations of their office workers than employers in the larger centres. If the minimum standard were set for provincial tests, I am inclined to think it would discourage students from working toward higher goals.

Competition among the various programs is a healthy thing for the private enterprise system in which Alberta operates. Administrators of these programs work hard on their public image and the graduates make a reputation for the program. As a result, employers seek out graduates from the programs that they know have the standards they are seeking.

The present system encourages pride and esprit-de-corps, both for the student and for those involved in offering the training.

(10) By "how" you do not mean methodology, do you? I answered the question from the point of view that the question means what secretaries should be trained, or what skills secretaries should have.

Committee mentioned in 5 could do work mentioned in 6 and 8.

(8) As long as this is not a government set-up.
(7) if not tied to funding.

Personally I would like to see a centrally located area set-up to inform, assist, and all business education teachers (prov.-wide) regarding latest and up-to-date information on Business Education Programs. Business Education teachers could be encouraged to return to industry after a three year term at school. Where professional development councils could be used in business education research. Life is business and its about time that the schools, the administrators, and program consultants realized the importance of developing sound objective business education programs to meet the social and individual needs of our communities. More funding is an absolute necessity.

(4) They may set up their own courses but not in isolation.
(8) Not necessary since an adult could be admitted to Secretarial Arts without previous courses related to this program.

I feel strongly that many decisions related to curriculum development, evaluation, and the like are done based upon "whim", "fanciful" and unsubstantiative bases. It is not enought to look at other colleges and institutions and do what others are doing . . . its like the "blind leading the blind." Corroborative evidence is required to substantiate and justify goals and objectives in teaching. Professional authorities in the field of teaching business education are great resources. The reading of various literature and books by people who have researched subject areas is a must! Realism must be part of the teaching of business courses. How many instructors have method courses in the instruction of their course . . . e.g. Methodology in teaching typing, shorthand? How many instructors are willing to take such courses? How many are prepared to look at the future progressively? Methods courses are a must! We are educators! Experience is fine and dandy but methods courses give a definite bases for instructing a certain way! Having read many books and literature in the business education field I have discovered very little (if any) conflict between authors as far as purposes and objectives. What better means of instructing than justifying your actions by have cooraborative evidence rather than relying on "hear say" or unsupported criteria!" Thanks.

A provincial standard as to certificate issued would be helpful, especially to smalll institutions, in assessing the viability and utility of the courses offered in these institutions. It is always reassuring to know that there is a standard to check with. Without such standards, it is difficult to evaluate how one course copmpares with another. Especially would a "standardized" certificate be valuable to the students province-wide.

More open communications and sharing of info and ideas would be welcomed. However, formalizing any kind of procedure through the auspices of a government office would serve to be of limited value. If increased funding were made on an on-going basis to professional organizations, maximum benefit to the busines professionals could result.
Good luck--the results should be interesting.

I see no need to coordinate all Secretarial Arts programs across the province. Each college has competent and professional staff to maintain good programs without the extra time and money required to coordinate. Any involvement of Alberta Advanced Education and Manpower will only add costs to education, frustringin with 'red tape', and reduce a given colleges' ability to adjust to any unique local demands.

We value autonomy in curriculum development to provide maximum opportunities for flexibility and simpliity of procedures for change--thus encouraging up-to-dateness in our program content. Any participation by governmental committees can only be a hindrance to the above. The onus should be on staff members to keep up-to-date. I feel that standarized provincial certificates could mean standardized curriculum--again limiting flexibility, initative and efficiency.

APPENDIX D

SAMPLES OF RESEARCH DATA ANALYSES

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NICHOLSON QUESTIONNAIRE                                            08/16/80      PAGE   33
FILE   NONAME   (CREATION DATE = 08/16/80)

V28       GRADING SYSTEM

                                          RELATIVE  ADJUSTED     CUM
                               ABSOLUTE     FREQ      FREQ       FREQ
CATEGORY LABEL          CODE     FREQ      (PCT)     (PCT)      (PCT)

PERCENTILE                1.      12        13.5      14.3       14.3

NINE POINT                2.      11        12.4      13.1       27.4

O TO 4                    3.      21        23.6      25.0       52.4

PASS-HON-COMP             4.      15        16.9      17.9       70.2

A B C D F                 5.      18        20.2      21.4       91.7

OTHER                     6.       7         7.9       8.3      100.0

                        999.       5         5.6    MISSING     100.0
                                 -------   ------    ------
                        TOTAL     89       100.0     100.0

VALID CASES      84      MISSING CASES      5
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University of Alberta

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NICHOLSON QUESTIONNAIRE                                                            08/16/80        PAGE   70

FILE   NONAME   (CREATION DATE = 08/16/80)

V65       TEXTBOOK

                                                    RELATIVE  ADJUSTED    CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)

NO IMPORTANCE                        1.        6       6.7       7.2       7.2

LOW IMPORTANCE                       2.       10      11.2      12.0      19.3

MED IMPORTANCE                       3.       19      21.3      22.9      42.2

HIGH IMPORTANCE                      4.       25      28.1      30.1      72.3

EXT HIGH IMPORT                      5.       23      25.8      27.7     100.0

                                   999.        6       6.7   MISSING     100.0
                                          ------    ------    ------
                                  TOTAL       89     100.0     100.0

VALID CASES      83      MISSING CASES      6
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NICHOLSON QUESTIONNAIRE                                                   08/16/80      PAGE   98

FILE   NONAME   (CREATION DATE = 08/16/80)

V93        PROVINCIAL CERTIFICATE

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY AGREE                    1.       12      13.5      14.3      14.3

AGREE                             2.       26      29.2      31.0      45.2

UNDECIDED                         3.       17      19.1      20.2      65.5

DISAGREE                          4.       16      18.0      19.0      84.5

STRONGLY DISAGREE                 5.       13      14.6      15.5     100.0

                                999.        5       5.6   MISSING     100.0
                                         ------    ------    ------
                                TOTAL      89     100.0     100.0

VALID CASES       84      MISSING CASES       5
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NICHOLSON QUESTIONNAIRE                                              08/16/80      PAGE   15

FILE    NONAME    (CREATION DATE = 08/16/80)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   V32        OBJECTIVE 2: BASIC SKILLS-BUSINESS              BY  V3         INSTITUTE TYPE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                 V3
         COUNT  I
       ROW PCT  IA.V.C.    COLLEGES INST'S      ROW
       COL PCT  I                               TOTAL
       TOT PCT  I       1.I       2.I       3.I
V32     --------I---------I---------I---------I
             2. I      1  I      1  I      0  I      2
  LOW IMPORTANCE I   50.0  I   50.0  I    0.0  I    2.4
                I    4.5  I    2.0  I    0.0  I
                I    1.2  I    1.2  I    0.0  I
                -I---------I---------I---------I
             3. I      1  I      0  I      1  I      2
  MED IMPORTANCE I   50.0  I    0.0  I   50.0  I    2.4
                I    4.5  I    0.0  I    7.7  I
                I    1.2  I    0.0  I    1.2  I
                -I---------I---------I---------I
             4. I      2  I     11  I      4  I     17
  HIGH IMPORTANCE I   11.8  I   64.7  I   23.5  I   20.2
                I    9.1  I   22.4  I   30.8  I
                I    2.4  I   13.1  I    4.8  I
                -I---------I---------I---------I
             5. I     18  I     37  I      8  I     63
  EXT HIGH IMPORT I   28.6  I   58.7  I   12.7  I   75.0
                I   81.8  I   75.5  I   61.5  I
                I   21.4  I   44.0  I    9.5  I
                -I---------I---------I---------I
         COLUMN       22        49        13        84
          TOTAL     26.2      58.3      15.5     100.0

NUMBER OF MISSING OBSERVATIONS =       5
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NICHOLSON QUESTIONNAIRE                                                      08/16/80      PAGE   50

FILE  NONAME   (CREATION DATE = 08/16/80)

* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
    V70       ADVISORY COMM RECOMMENDATIONS                      BY  V3        INSTITUTE TYPE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                   V3
            COUNT  I
          ROW PCT  IA.V.C.   COLLEGES INST'S     ROW
          COL PCT  I                             TOTAL
          TOT PCT  I      1.I      2.I      3.I
V70       ---------I--------I--------I--------I
               1.  I     1  I     2  I     0  I     3
  NO IMPORTANCE    I  33.3  I  66.7  I   0.0  I   3.7
                   I   4.5  I   4.1  I   0.0  I
                   I   1.2  I   2.5  I   0.0  I
                  -I--------I--------I--------I
               2.  I     1  I     3  I     1  I     5
  LOW IMPORTANCE   I  20.0  I  60.0  I  20.0  I   6.2
                   I   4.5  I   6.1  I  10.0  I
                   I   1.2  I   3.7  I   1.2  I
                  -I--------I--------I--------I
               3.  I     9  I    11  I     2  I    22
  MED IMPORTANCE   I  40.9  I  50.0  I   9.1  I  27.2
                   I  40.9  I  22.4  I  20.0  I
                   I  11.1  I  13.6  I   2.5  I
                  -I--------I--------I--------I
               4.  I     6  I    16  I     5  I    27
  HIGH IMPORTANCE  I  22.2  I  59.3  I  18.5  I  33.3
                   I  27.3  I  32.7  I  50.0  I
                   I   7.4  I  19.8  I   6.2  I
                  -I--------I--------I--------I
               5.  I     1  I    13  I     2  I    16
  EXT HIGH IMPORT  I   6.3  I  81.3  I  12.5  I  19.8
                   I   4.5  I  26.5  I  20.0  I
                   I   1.2  I  16.0  I   2.5  I
                  -I--------I--------I--------I
               9.  I     4  I     4  I     0  I     8
  NO BASIS         I  50.0  I  50.0  I   0.0  I   9.9
                   I  18.2  I   8.2  I   0.0  I
                   I   4.9  I   4.9  I   0.0  I
                  -I--------I--------I--------I
           COLUMN       22       49       10        81
            TOTAL     27.2     60.5     12.3     100.0

NUMBER OF MISSING OBSERVATIONS =       8
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NICHOLSON QUESTIONNAIRE                                                     08/16/80      PAGE   18

FILE   NONAME  (CREATION DATE = 08/16/80)

V13        TOTAL EXPERIENCE

                                                   RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ      (PCT)     (PCT)     (PCT)

25 OR MORE YEARS                  1.        8       9.0       9.1       9.1

20 - 24                           2.        4       4.5       4.5      13.6

15 - 19                           3.       20      22.5      22.7      36.4

10 - 14                           4.       19      21.3      21.6      58.0

6 - 9                             5.       21      23.6      23.9      81.8

3 - 5                             6.        9      10.1      10.2      92.0

1 - 2                             7.        3       3.4       3.4      95.5

LESS THAN 1 YEAR                  8.        4       4.5       4.5     100.0

                                999.        1.      1.1   MISSING     100.0
                                       ------    ------    ------
                               TOTAL       89     100.0     100.0

VALID CASES       88     MISSING CASES     1
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VITA

NAME: Irene Joan Nicolson (nee Wear)

PLACE OF BIRTH: Westlock, Alberta

YEAR OF BIRTH: 1935 05 08

POST-SECONDARY EDUCATION:

Alberta College
Edmonton, Alberta
Secretarial Diploma
1954-55

University of Alberta
Edmonton, Alberta
Bachelor of Education in Vocational Education
1973-76

University of Alberta
Edmonton, Alberta
Master of Education
1978-81

RELATED WORK EXPERIENCE:

International Business Machines, Co., Ltd.
Edmonton, Alberta
Secretary/Head Girl
1955-56

St. Andrew's United Church
Edmonton, Alberta
Church Secretary
1956-59

Duncan, Miskew, Dechene, etc.
Edmonton, Alberta
Legal Secretary
1959

Alberta College
Edmonton, Alberta
Part-time and Evening Instructor
1960-71

Alberta Vocational Center
Edmonton, Alberta
Part-time Instructor
1966-70

Northern Alberta Institute of Technology
Edmonton, Alberta
Part-time and Evening Instructor
1968-71
Full-time Instructor
1971-74

Grande Prairie Regional College
Grande Prairie, Alberta
Full-time Instructor
1974 -
Chairman, Secretarial Sciences Department
1980 -

ORGANIZATIONS:

Phi Delta Kappa
National Business Education Association (Western)
Canadian Association of Business Education Teachers
Alberta Business Education Association